

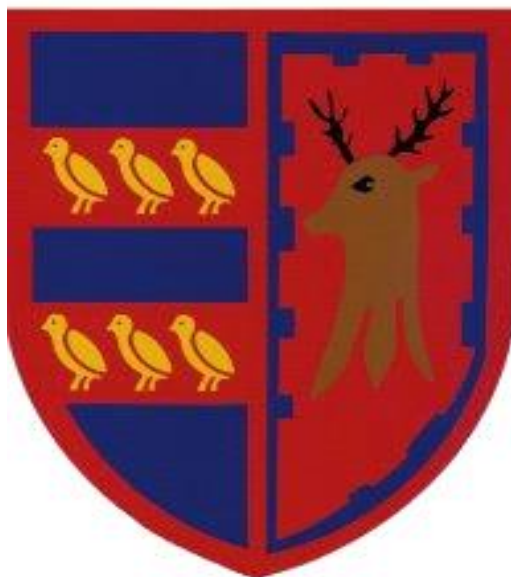
SIAMS Evaluation Form

(*SIAMS - Statutory Inspection of Anglican and Methodist Schools)

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

Address: Rochester Street, Westminster, London SW1P 2QQ

Telephone: 020 7828 6790



Headteacher: Mrs Rosetta Dyer

Vicar of Stephen's Church and Vice-Chair of the Governing Body: The Reverend Graham Buckle

Diocese: London Diocese Board for Schools

Religious Education Subject Leader: Ms Kathie Manuel

Date: April 2015

Name of school: Burdett-Coutts & Townshend Foundation CE VA Primary School, Westminster

URN: 213/3316

Date of last Section 48 inspection: January 2010

SCHOOL CONTEXT

Burdett-Coutts & Townshend Foundation CE VA Primary School was founded in 1849 by Baroness Angela Burdett-Coutts. It is a larger than average two-form entry primary school serving an area of the City of Westminster. It is close to Victoria Station and within walking distance of the Houses of Parliament. The school roll is 331 to date.

In 2010, the school was judged '**outstanding**' in its Statutory Inspection of Anglican Schools: 'Burdett-Coutts and Townshend Foundation Primary School is an outstanding Church school anchored in Christian values. 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 has significantly high numbers of SEN pupils and pupils from minority ethnic groups. Raise online (RoL) 2014 shows that the school has 60% EAL pupils compared with 19% nationally and 82% minority ethnic pupils compared to 30% nationally. Pupils come from a wide range of ethnic backgrounds, although most pupils are from White British, Black African and Black Caribbean heritages.

The proportion of pupils speaking English as an additional language is well above average and around a third are at the early stages in learning to speak English. This number is increasing year on year. The top three languages spoken other than English are Arabic, Spanish and Bengali.

Our pupils come from a wide mix of socio-economic backgrounds; most are from less affluent/more vulnerable sections of the ward. The school is located adjacent to areas of high wealth however; indicators show that the school deprivation factor is stable at 0.9% above the national average.

54% of pupils are eligible for free school meals: this is double the national average. (RoL)

The proportion of pupils with learning difficulties is above average (RoL: school 9% in comparison with the national 8%), with growing numbers particularly in the Early Years Foundation Stage and Key Stage 1. The main identified needs of these children are linked to speech, language and communication as well as to behavioural, social and emotional difficulties. There are an above-average number of statements of special educational needs.

In recent years there have been increased levels of pupil mobility across all age groups. More children than is usual join and leave at other times of the year.

Children in the Early Years Foundation Stage are taught in the Nursery and two Reception classes.

The school has Extended School status and Healthy School and Activemark awards.

The Headteacher at the last SIAMS inspection moved on to pursue his career in the church in July 2013. From September 2013 till February 2014, the school was led by two interim Headteachers. The new HT started at the end of February 2014. She was previously a substantive Headteacher for 10 years who led an outstanding school in another authority.

From February 2014, the Senior Leadership team was reorganised. The three AHTs became year group leaders. In March, one of the AHTs began their maternity leave and the HT took over their role as the SENCo. An experienced Deputy Headteacher was appointed and started her contract in September 2014.

The school is well supported by parents and the local community and has developed many links with local and national organisations to enrich the curriculum.

Music is an especially strong feature of the school. The school Music Leader has established creative music links during his 30 years as a member of staff that has created opportunities for the pupils to perform in operas, sing at the Royal Albert Hall, Westminster Abbey and the City of London festival with the Bach Choir.

At the last OFSTED inspection, December 2014, the following areas for improvement were given:

Strengthen the already good teaching so that more pupils make rapid progress and more pupils reach the higher levels by the end of Year 6, especially in writing, by:

- **ensuring the most able are always fully challenged and their learning is extended in lessons**
- **building on the current actions to improve the writing of some boys.**

THE VISION AND VALUES OF THE SCHOOL

The school's mission statement is:
Working together in Faith, Hope and Love.



Our Governing Body wrote a school ethos statement:

Our School Statement

Burdett-Coutts & Townshend Foundation is a Church of England Voluntary Aided school that serves a diverse and fascinating central London community. Our pupils (370+, 2-form entry) come from a variety of social, ethnic and economic backgrounds. Many are local, and the school has a tradition that many parents also attended the school. There are a significant number of Army families.

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).

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.

The school subscribes to the Church of England's fifteen Christian Values for Church Schools and has been working through them with the school community over the past couple of years:

- Reverence
- Endurance
- Peace
- Hope
- Wisdom
- Service
- Forgiveness
- Creation
- Thankfulness
- Compassion
- Friendship
- Koinonia
- Humility
- Trust
- Justice

SUMMARY

Burdett-Coutts and Townshend Foundation Primary School is an outstanding Church school anchored in Christian values. 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 faith and hope and love 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.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1: Governors should become more aware of how to plan for the school's future leadership needs.

Action taken	Impact
<ul style="list-style-type: none"> Discussed in Resources Committee (previously Staffing Committee). Discussed with senior staff and the LDBS advisor. Leadership training for senior staff at the Institute of Education and National College. 	<p>Governors are clear about the need to take account of succession planning. Since the last inspection four members of staff have been appointed to leadership posts within the school and two have been promoted to more senior posts in other schools (one church school/one community school).</p> <p>All new senior staff have also attended the LDBS's Leadership of Church Schools training.</p>

Focus for development 2: The school should make the purposes of Collective Worship more explicit to the pupils.

Action taken	Impact
<ul style="list-style-type: none"> Reviewed the school's CW Policy. Staff discussions with clergy about 'the purpose of worship'. The Vicar (Graham Buckle) explains 'why we worship God' as part of an ongoing theme with the children. School Council/House Captains involved in reviewing CW. 	<p>The children are clear and can articulate their views about school worship, the different types and how they respond to different people leading them. Even the youngest children talk about 'why we go to worship' with enthusiasm.</p> <p>School Council/House Captains are able to talk about the impact of worship and what it means to them, as well as how they feel about it. This group has been regularly involved in observing CW for all Senior Leadership Post interviews, in which the children can articulate further what they think the purpose of worship is.</p>

Focus for development 3: The school's leaders should improve the pupils' opportunities for personal reflection and prayer.

Action taken	Impact
<ul style="list-style-type: none">• Reviewed the school's policy and practice on prayer and reflection.• Implemented new explicit strategy that all CW's should have an aspect of reflection and/or silence and prayer.• Explained to children why we are reflecting/praying, and what this means within our tradition/other people's traditions.• Learning/writing class prayers.• There are prayer tables in every class room.	<p>Children can talk about prayer and what it means to them. They can relate it to real life events, and the comfort it gives them. Children reflect and pray very naturally and without any discreet instruction to do, which clearly means this aspect is embedded into the life of the school.</p> <p>Children now enjoy praying and reflecting.</p>

CORE QUESTION 1

How well does the school, through its distinctive Christian character, meet the needs of all pupils?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

1.1 Pupils' Achievement

All members of the school community are able to articulate the distinctively Christian characteristics of the school's values and the significant impact that they have on their lives and achievements. The school's Christian character has a high profile and contributes to excellent attendance, which is above the national average, and low pupil exclusions.

Nursery

- On entry to Nursery, 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 is far more than the 20% of the cohort being below expected levels on entry stated in the framework, which constitutes below average development levels. We therefore consider that our children begin with us with development levels which are well below expected. This is in line with the "low" starting points mentioned in our last inspection report.
- Children then make good and sometimes outstanding progress in Nursery due to the consistently good or better teaching and learning and 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.
- Overall we judge that our children are making good progress in Nursery.

Reception

- On entry to Reception class, we have taken in a number of children who have not been in our Nursery and who have had a wide 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.
- By the end of Reception, children continue to make at least good progress and by the end of the 2013-2014 academic year, 53% of our children reached a Good Level of Development, which is in line with national averages for 2013 and represents significant value added gain and closing of the gap from entry. This is despite the higher than average mobility we see across the year. Around 70% or more of our children reach at least expected levels of development in maths, reading and writing measures, which again compares favourably to national averages.

Therefore, we judge progress across EYFS to be good. It is well led and managed, and teaching and learning are consistently at least good and often outstanding. This means that children make consistently at least good progress in moving from significantly lower than expected levels of age related development to more than half reaching a good level of development.

KS1 Achievement Overview

- By the end of KS1, our children reach levels as evidenced by APS scores which are on a three year rising trend and are now at least in line with age related expectations (15 points = 2b+) in reading and maths but remain below in writing. Although maths is now in line with national averages, we recognise that reading and writing remain below national and we continue to address this as a matter of priority in our current School Development Plan.
- Level 2+ attainment is on a three year rising trend in every subject measure and is now in line with national averages.
- Level 2b+ attainment measures are on a three year rising trend in all subjects and are now only slightly below average in reading and writing and in line in maths, indicating that we are rapidly improving KS1 attainment and children are now acquiring the skills they need in order to be successful in KS2.
- Level 3+ attainment in reading and maths is on a three year rising trend to be just below in line in reading and below but not significantly so in maths, indicating good value added gain for our higher attainers. Writing remains well below however, and this is a major focus in our current school improvement work, as is writing in general.
- Therefore, we now have a three year upward trend in KS1 attainment which is evidence of rapid improvement. Children make at least good progress from their very low starting points and are now reaching levels, particularly at level 2+ and level 2b+, which indicate that they are acquiring the skills across the curriculum to ensure they are well prepared to be successful in KS3. We still have more to do to bring overall attainment in line with national averages and not just age related expectations and we have to further improve teaching and learning to ensure more of our children attain higher levels in writing. Nevertheless, our children achieve well and make significant value added gain to considerably close the gap from entry. We therefore judge achievement at this point to be good.

KS2 Achievement Overview

- By the end of KS2, our children attained APS scores which were on three year rising trends in all subject measures to 2013 to be at least in line with national averages in all measures and above in reading and writing.
- All subjects, including maths, reading and EGPS, continued to improve in 2014, meaning a four year upward trend to be above average. Although writing APS fell slightly below the national average, progress improved and children attained levels in excess of age related expectations.
- This means that over two years, all attainment APS scores have been at least broadly in line with national averages and most have been above. As both cohorts in the last two years were sig- in nearly all subject measures at the end of KS1, this represents a significant and consistent picture of at least good progress and value added gains in closing the gap.
- The proportions of children attaining level 4+ have been well above average in all subject measures over three years except writing, which is in line this year, and the proportions of children attaining a good level 4 in maths and reading is on a rising trend to be above national averages, with writing rising to being in line. This would suggest that our children reach levels that ensure they are well prepared for their next stage in education.
- The proportion of children attaining level 5+ is rising over time to be above average in reading

and maths, with writing consistently in line. This is particularly pleasing when it is taken into account that less than 5% of children in any subject were level 3+ at the end of KS1 and so this represents good value added gain for our more able.

- To add to this picture of success, we have secured our first cohort of level 6+ attainers in maths and EGPS in 2014 and so our highest attainers are well challenged.
- Progress measures over the last four years show that the proportion of children making and exceeding expected progress are on rising trends, and all measures in the last two years have been higher than national expectations with the large majority being significantly above, suggesting that at least good progress and arguably outstanding progress is being made.
- VA scores are rising over time and all were over 100.5 last year with all but maths being sig+. This year's VA scores match this level of success with writing being 100.8 and all other scores sig+.
- This consistently strong and clearly improving picture would indicate that progress in KS2 is at least good and leading to levels of attainment which ensure that our children have the keys skills across the curriculum to ensure they are well prepared for their next stage in education. We therefore judge achievement across the school to be good.

1.2 Christian Values

The school's core values – ***Faith, Hope and Love*** – 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. Additionally, they are exposed to six other Christian values a year which allows a real depth of understanding to be developed around each of the Christian values in turn. A prayer table in the entrance of the school clearly shares the Christian value focus for the half term with the school community.

Every class has a prayer table, also updated termly, and an RE Activity Book, which promotes the value for the half 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 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, the British Legion (Poppy appeal) and Christian Aid shows a genuine hope for a better future.

Christian values impact on pupils' behaviour. When interviewed, the pupils' worship focus group said: "*We have learnt to work together in Faith, Hope and Love.*" and "*It makes me know how to treat people, how I want to be treated*".

1.3 Spiritual, moral, social and cultural development

Our school is a distinctively Christian community as every child attends St Stephen's church for weekly worship. Most other church schools attend church on a termly basis to reflect the major Christian festivals. Our pupils experience high quality Christian worship led by the Vicar of St Stephen's church every week. It is a special moment for our pupils, who are reverent and thoroughly engaged in the interactive nature of the Liturgy.

SMSC development is promoted through our *daily registration time, Citizenship, PSHE, Enrichment Days, Thoughts for the Day, Assembly Programme* and embedded within the general ethos of our school community. Parents are informed of this plan and information will be issued on the weekly bulletin as well to support the theme across the whole school community. 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.

Our daily collective worship and the contents of our religious education syllabus enable our pupils to make informed choices which are based on Christian values. When recently interviewed, the pupils' collective worship focus group was able to demonstrate how Christian values had enabled them to behave positively.

Each day during the assemblies, pupils are given the opportunity to consider a daily thought with a spiritual, moral, social or cultural theme followed by a minute's silence to enable them to reflect or pray if they would like.

Our school aims to ensure:

- That all stakeholders are aware of our values and principles as they relate to the SMSC development of our pupils.
- That there is a consistent approach to the delivery of SMSC issues through the curriculum and throughout the school as a whole.
- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background.
- That each pupil experiences a wide range of opportunities which enable him or her to fully develop as individuals, fully aware of their responsibilities.

1.4 Relationships

We have a positive behaviour policy. Pupils adhere to the school rules and are able to make comparisons between the rules and the commandments. They understand the need for rules and order. There is a weekly celebration assembly, which promotes personal self-esteem and rewards pupils' work and positive attitudes.

Children relate well and are caring to each other. Children know how to resolve conflict and forgive each other. The staff and children manage behaviour particularly well and children are very good at self-regulating themselves. Boys and girls work and play well together irrespective of their backgrounds. Children are very respectful of adults and visitors in the school.

1.5 Understanding of and respect for diverse communities

Pupils understand the role of the Christian church at a local and national level through their weekly experience at St Stephen's church and through the schools links to Westminster Abbey. The school's founder **Angela Burdett-Coutts** is buried at Westminster Abbey. The school also participates in several spiritual events at Westminster Abbey, eg: Remembrance and the Christingle services.

Pupils understand that Christianity is a multi-cultural world faith through raising money during Christian Aid week. The school has 179 pupils that speak English as an additional language. This equates to 60% EAL pupils compared to 80% nationally. 82% of our pupils are from minority ethnic groups compared to 29% nationally. Our positive behaviour policy incorporates the charter of the UNICEF rights respecting schools. We celebrate pupils' cultures, difference and diversity through termly events: exploring Black history; teaching each other our home languages; and exchanging literature and our culture at International Evenings. We are proud that during Spring term 2015, no racist incidents were recorded.

1.6 Religious Education

Our pupils are excited and challenged by Religious Education. There are six RE family competitions annually, where parents and children work on RE topics at home. This year, 2014-2015, we started the autumn term with a '**Bible Heroes**' week and the whole school focus was on the **Holy Trinity** during the spring term.

In order to further engage our pupils, our RE curriculum includes units on Islam as 53% of our pupils are Muslim.

Key Strengths

- The school community understands and lives out the Christian values that underpin the life and work of our school. The respect children show their peers and adults within school is one of the many ways in which the Christian values are lived out. Thoughtful engagement in RE and collective worship is another. Teachers attend and engage in collective worship daily, acting as a clear example of respectful faith. Enthusiastic parental engagement in fundraising and whole school events, is a prime example of the whole community coming together and living out the key values that Jesus taught regarding '*loving your neighbour.*'
- Collective Worship is central to the life of the school and all staff are involved (including the leading of worship).
- RE is treated as, and monitored as, a core subject that means the children and staff enjoy teaching and learning.
- Behaviour and relationships.

Development points

- Understanding Christianity as a multicultural world faith through links with Christian schools outside of the UK.

CORE QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

2.1 The impact of collective worship

Collective worship is engaging and inspiring. The Headteacher, Deputy 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 favorably 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.

2.2 The central attributes of collective worship

Worship is based on the Liturgical richness of the Anglican tradition. Pupils are proud of the fact that their church St Stephen's serves its locality and this sense of belonging is further imbedded through pupils' participation in weekly worship at the church.

The daily Collective Worship experience gives pupils opportunities to develop a vocabulary of inherited Liturgical texts, e.g. ***simple responses and the Lord's Prayer***.

The Collective Worship Rota is devised by the Collective Worship Planning Committee: **Headteacher, the Vicar of St Stephens, the RE subject leader and the Music teacher**. It incorporates the LDBS Collective Worship scheme. 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 the 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 whole school focus on the ***Holy Trinity*** enabled pupils to talk about the Trinity with great understanding.

2.3 The centrality of prayer and reflection

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 with prayer books, Bibles and a range of age appropriate Biblical stories, in order to provide opportunities for prayer outside of Collective Worship.

2.4 The theological basis 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.

2.5 The leadership and management of worship

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. Pupils, governors and Senior Leaders monitor and evaluate Collective Worship every term.

Governors have had presentations on collective worship and RE as part of the full governing body meeting.

Key Strengths

- Quality and variety of worship
- House Captains' involvement in reviewing CWs.
- Reflection – and the natural ability to do so.
- Praise/Singing.

Development points

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

3.1 Progress and standards based upon the school's performance data

Standards of attainment for a large majority of the pupils are in line with national expectations. Progress and standards based upon the school's performance data.

Results at the end of KS1:

AT1 – 84% at/above year group expectations

AT2 – 86% at/above year group expectations

Results at the end of KS2:

AT1 – 86% at/above year group expectations

AT2 – 84% at/above year group expectations

AT1 progress is high at both the end of KS1 and KS2, which shows that good to outstanding teaching and learning is taking place in this area. It has become clear that children are progressing at a slower rate in AT2 targets than AT1, therefore the development of teachers' skills in this area has become a focus. Godly Play has been maintained as a priority within the school. Furthermore, support materials for developing questioning and wonder in discussions have been supplied to teachers, with expectations of regular use within class. The use of these is evident in class RE activity books throughout the school, and rapid improvements have been made as a result.

When analysing the RE data, several areas of concern became apparent. In both AT1 and AT2 results, **a large percentage of children achieving below in each year group are currently on the SEN register**, this being as high as 63% in Year 2 and 56% in Year 5. In an attempt to narrow this gap we have:

- Embedded Godly Play as an essential component of our RE programme, with expectations that this is taught in every class on a termly basis. Godly Play is beneficial for children on the SEN register because it is based on an inclusive, multisensory approach that provides opportunity for choice and values the individuality of each child. Some of the common barriers to learning, such as the need to read and write, are removed. The story scripts are crafted using simple language and clear sequences making them accessible to all.
- Expectations that there is variety in lesson styles within each unit of work are also made clear to staff, as making links with drama, role play, music and art help to further break down potential barriers to learning.

The other clear area of concern in RE relates to gender, **with larger numbers of boys achieving below expected levels in both AT1 and AT2, except for in Years 3 and 6**. Furthermore, there are a much larger number of girls achieving above in RE across the whole school. This disparity is being addressed through several initiatives:

- Firstly those mentioned above, with Godly Play allowing boys to engage in the stories of the Bible in a less confronting, more inclusive manner, whatever their background.
- As a school we are also beginning to take a more project-based approach to units of work, so that there is an end product / goal to which all learning is building towards.

This approach has proven benefits in engaging boys as it allows them opportunities to make independent discovery and use self-direction. This style of learning also has clear benefits for extending the more able children within the school, as it allows them breadth for exploration.

As a result of these initiatives and the high quality of teaching and learning that is taking place, **our school RE data shows that there has been rapid and substantial progress made within RE over the year.**

3.2 Quality of teaching and learning

The RE subject leader and Headteacher monitor the RE lessons and conduct termly book scrutinies. 85% of RE lessons observed have been good or outstanding at Burdett-Coutts over the last 2 years.

In RE, learning activities address both learning about and learning from religion. RE lessons further develop the school's values of **Faith, Hope and Love**. When surveyed, 100% of pupils said that they enjoyed religious education and exploring ideas about faith.

3.3 Quality of the curriculum

The school's RE syllabus is in line with the National Society's statement of entitlement for Religious Education, in that, in Key stages 1 and 2 at least two thirds of the syllabus is Christian in content. All pupils experience one hour of RE teaching per week.

The Religious Education curriculum is rich and varied enabling pupils to acquire a deep knowledge. We currently use '**Every child matters to God**'. In Key Stage 1 pupils explore: **Jesus being the Light of the world; the Creation story and the Christian festivals.**

In Key Stage 2 they further extend their learning through exploring: **Parables, Patriarchs and Prophets, The Sacraments (Baptism, Marriage, Confirmation, Eucharist)**. Children know and understand about the life and teachings of Jesus and the importance this has for Christians. They can engage in complex conversation about this, while also relating it to different religious traditions.

3.4 Effectiveness of leadership and management in RE

RE has a high status and profile within the school. The RE subject leader is released to attend the LDBS termly RE professional development meetings in order to further develop their subject expertise.

The RE subject leader disseminates her knowledge to staff through termly staff meetings. She monitors all RE books every term and observes RE lessons annually. She also conducts termly pupil focus meetings where she interviews pupils about their learning in RE and also in Collective Worship. As a result of her excellent practice as a RE subject leader, the RE subject leader was invited to share her work and inspire other RE subject leaders at a recent LDBS training day (March 2015).

Rigorous and extensive monitoring and evaluation of RE has resulted in well focused action plans that has led to whole school improvement. Teachers and pupils are clear as to what needs to be achieved at each level in Religious Education through the "I can"

statements evident in classrooms displays. The "I can" statements have allowed children to develop greater awareness and control over their own progress in RE.

Using the 'I can' statements, teachers assess children three times a year. At the end of each term, results are collected and analyzed by the subject coordinator, specifically in relation to standards at end of KS1 and KS2. In addition to this there is also half-termly monitoring of units and books to ensure individual teaching targets are being addressed and help is provided where necessary. Support for teachers in planning and carrying out assessment is provided on a regular basis.

Work samples in Spring 2014 showed that children are being exposed to a wide variety of creative approaches towards learning within Religious Education, across a range of religions, whilst maintaining the expectation that two thirds of all subject focus is Christian based. This learning includes a range of high-expectation writing, verbal engagement, Godly Play, drama and art based activities, as well as reflection opportunities.

The RE subject leader writes the following action plans and policies as part of the School Improvement Plan :

- **Collective Worship**
- **Spirituality and Moral**
- **Religious Education**

The subject leader has introduced the following ideas to improve the quality of RE within the school:

- **Whole school Christian projects** *e.g. Bible Heroes week / Why does Christmas matter to Christians?* – to raise the profile of RE in the school
- **Termly Christian value competitions** – to further engage our stakeholders with the National Society values and to provide the school values
- **I can statement assessment** – to ensure consistency and progression in RE
- **Using the RE Today resources** – to improve and extend teachers' RE subject knowledge

RE subject leader's Professional Development:

- **termly meetings at the LDBS with other RE coordinators**
- **a whole day course on 'Assessing Primary RE: Beyond the Tick Box' by Fiona Moss**

Staff professional development led by the RE subject leader

- **RE Assessment, clarifying expectations and procedures**
- **RE and SIAMS presentations to staff and to the Governing Body**

Key Strengths

- **Leadership and management of RE**
- **Creative approaches**
- **Support for lower ability pupils**
- **Good quality questioning by staff and pupils**

Development points

- **Inducting new staff to expectations within RE via regular and varied staff meetings and individual 1:1 support where necessary**

CORE QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

4.1 Christian vision

Every opportunity is taken to explicitly articulate the school's Christian vision.

Our vision is to be an aspirational, inclusive learning community, underpinned by Christian values. We deliver excellence in teaching and celebrate the richness of our diversity. Everyone is challenged, encouraged, and inspired as we work together in faith hope and love. This is the Burdett-Coutts way.

Values

We believe in:

1. Hope,
2. Trust
3. Forgiveness,
4. Friendship,
5. Peace,
6. and Thankfulness,

These are Christian values that underpin our vision. **This is the Burdett-Coutts way.**

Aims

The governors and staff of Burdett- Coutts and Townshend Foundation Church of England primary school are committed to providing an excellent education within the context of a Christian School. We aim to:

- **Foster** within each child a joy and passion for learning;
- **Promote** a caring Christian ethos in which everyone is equally valued and respected;
- **Prepare** our children with the skills of grit, resilience and the ability to solve problems so that they may willingly navigate this new age of unknown technology with confidence;
- **Embrace** Christianity while promoting tolerance, respect, understanding and sensitivity towards those who belong to a different religion or culture;
- **Maintain** a safe and happy environment in which all children have the opportunity to develop personally, physically, socially, academically and spiritually;
- **Teach** a creative, stimulating ,meaningful and relevant curriculum with a wide range of learning experiences to meet the differing needs of individual children;
- **Coach** children to be aspirational, independent learners who want to do their best and are proud and aware of their progress and achievements;
- **Provide** an education of the highest quality which prepares today's children for tomorrow's challenges;
- **Create** a partnership with parents where they are actively engaged with their child's education;
- **Encourage** children to experiment, make mistakes and have the confidence to try again;
- **Ensure** that every child has equality of opportunity to develop his or her potential;
- **Demonstrate** that education is a lifelong process that is required in order to make a full and rewarding contribution to the community.

This is the Burdett-Coutts way.

The Governing Body, together with the Leadership Team, has a thorough understanding of the school's performance: this was acknowledged in the recent OFSTED inspection (December 2014). The school's curriculum reflects the national changes and promotes the wellbeing of all pupils.

The Headteacher, Chair of Governors and Vicar are unashamedly Christian and fully endorse the Anglican traditions.

We believe service to the local community is central to our identity. Our vision of working together, in faith, hope and love is expressed through:

- All aspects of our schools community working together;
- Respecting and cherishing our different faiths, but being clear about the Christian faith;
- Hope for the future and what we can achieve together and as individuals;
- And love. Loving one another, as He loves us.

Part of our Christian vision is to work hard, to have high aspirations and to keep working and reworking what we do so that we constantly strive for excellence.

4.2 Evaluation and strategic planning

The impact of monitoring the school's Christian character has been:

- Increased attainment in Key Stage 1 moving from being significantly below in reading, writing and maths to being in line with national standards.
- Continued rising trend in standards in Key Stage 2.
- Surveys and pupil focus groups demonstrate pupils' understanding of Christian values and how this informs and promotes good behaviour and wellbeing.

One of the SIAMS areas for improvement is a key priority in the School Improvement Plan. This ensures that there is regular professional development and monitoring so that governors are able to hold leaders to account for the school's effectiveness as a church school.

The Governing Body has addressed the three issues in "Focus for Development" from the last inspection.

The governing body have a Service Level Agreement with the LDBS, They work together with the LDBS lead advisers to ensure that the effectiveness and distinctiveness of the school as a church school is quality assured by LDBS advisers through RE learning walks, RE book scrutinies, termly RE samples, pupil worship focus groups; Collective worship and RE lesson observations. One of the key SIP targets is a development point from the 2010 SIAMS.

Key Priority 3

To enhance collective worship and prayer opportunities for the pupils (SIAMS 2010 target)

4.3 Future leadership of church schools

RE and the leadership of worship are given a high priority within the school. They both have specific budget allocations linked to the school improvement plan and are well resourced.

The RE subject leader leads termly professional development for staff. The Headteacher and Deputy Headteacher will be undertaking specialist qualifications in Religious Education.

4.4 Partnership with key stakeholders.

The school has become more engaged with the church over the past year in order to enrich the lives of the pupils. Pupils and staff have formally attended the Sunday mass to celebrate Harvest, Education Sunday and Mothering Sunday. Burdett-Coutts and St Matthew's pupils participated in a joint mass to celebrate St Michael and the Angels (St Matthew's is a local church school).

The Vicar of St Stephen's, **Reverend Graham Buckle**, and the Pastoral assistants contribute fully to school life. The Pastoral Assistant runs a weekly Bible stories and prayer group club for the pupils. It is well attended. The **Reverend Graham Buckle** has also:

- **Attended the Year 6 Arethusa residential trip**
- **Organized a joint church and school collection to support the local charities whose aim is to reduce poverty and homelessness**
- **Supported Year 6 transition through leading workshops for the Year 6 pupils using the "It's your move" resources from the Scripture Union.**

Parents are fully engaged in the life of the school. Parent Governor Narissa Bowles has worked closely with the Headteacher in order to ensure that parents attend the range of Coffee Mornings on:

- ***policy development,***
- ***housing issues,***
- ***dental and health care,***
- ***homework support,***
- ***surveys and the use of Parentview,***
- ***organising community events, e.g. Poetry Evening, International Evening, Summer Fair and Christmas Fair.***

Our other partnerships within the community are with the following :

- ***The London Diocese Board for Schools;***
- ***The Westminster south cluster of Headteachers***
- ***Teaching partnership with St Clement Danes school***

Key Strengths

- Effectiveness of partnership with the local church and wider community
- Standards of achievement
- Level of resourcing for RE
- Effectiveness of the Vicar in supporting individuals and developing the distinctive Christian character of the school

Development points

- To re-launch the Christian vision
- Headteacher and Deputy Headteacher to gain specialist qualification in RE

