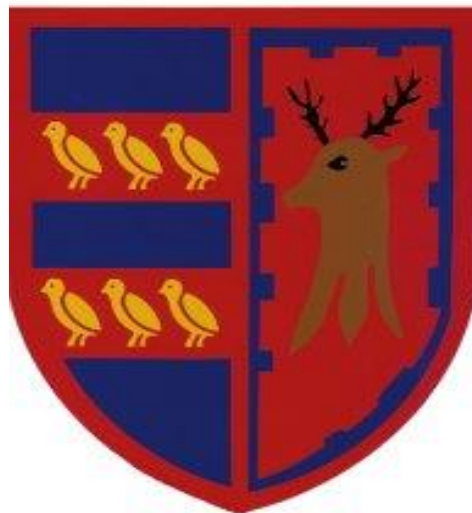


Burdett-Coutts and Townshend Foundation Church of England Primary School



SEF: School Self Evaluation Form 2015 -2016

Headteacher: Mrs Rosetta Dyer

Chair of Governors: Mr Charles Smith

Vicar: The Reverend Graham Buckle

Leadership Team:

**Deputy Headteachers: Mrs Kathie Manuel & Mr
Patrick Murphy**

**Assistant Headteachers: Mrs Ella Camplin and Miss
Sascha Graham**

Context And Characteristics Of The School

The school's context and, particularly, any significant changes in its circumstances since the last inspection

- Burdett-Coutts and Townshend Foundation CE Primary School is a larger-than-average primary school serving an area of the city of Westminster close to Victoria Station.
- Pupils come from a wide range of ethnic backgrounds, although most pupils are from White British, Black African and Black Caribbean heritages.
- A very high percentage are eligible for free school meals. The proportion of pupils speaking English as an additional language is well above average and around a third are at the early stages in learning to speak English. This number is increasing year on year.
- The proportion of pupils with learning difficulties is above average, with growing numbers particularly into the Early Years Foundation Stage and Key Stage 1. The main identified needs of these children are linked to speech, language and communication as well as to behavioural, social and emotional difficulties. There are an above-average number of statements of special educational needs.
- In recent years there have been increased levels of pupil mobility across all age groups. 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 one Reception class.
- The school has Extended School status and Healthy School and Activemark awards.
- The Headteacher is in her second Headship and has been in post since February 2014.
- The Senior Leadership team have been reorganised to cover senior posts created by seven sets of staff maternity leave. The usual structure is: 3 AHT's for Curriculum, Inclusion and Behaviour and 1 DHT. From September 2015, the Deputy post has been a job share for 2 members of senior staff. Their joint roles encompass teaching and learning: the curriculum and behaviour. There continues to be one substantive AHT for Inclusion and 1 interim AHT leading KS1.
- At the last inspection, in December 2014, the following areas for further 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, and***
- ***building on the current actions to improve the writing of some boys***

Overall Effectiveness				
Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
		X		
Reasons for Grade				
<p>The effectiveness of leadership and management = 2 The quality of teaching, learning and assessment = 2 Personal development, behaviour and welfare = 2 Outcomes for pupils = 2 Effectiveness of the early years provision = 2</p>				

The Effectiveness of Leadership and Management				
Grade	Grade 1	Grade 2	Grade 3	Grade 4
		X		
Reasons for Grade				
<p>Leadership and Management:</p> <ul style="list-style-type: none"> • Leadership and management are judged as good because we have secured consistently good outcomes across the school through consistently good and better teaching and learning a good and most often outstanding behaviour from our children. • Current leaders, including governors, can clearly pinpoint recent improvements that have shown rapid impact in addressing historical issues of less than good outcomes in the school, particularly in KS1. • Following on from the last whole school LA review and Ofsted in December 2014, the school development priorities have been revisited and amended appropriately. • Consequently work on improving pupils' basic skills has begun and impact can already be seen in areas such as the teaching of phonics. • The two Assistant Headteachers and interim Deputies who have been deployed to lead phases in KS1 and KS2 has been important in beginning to fill an important gap in the leadership of teaching. • The Local Authority and London Diocesan Board have supported the school well by conducting learning walks with the headteachers, governors and senior staff. • This enabled the governors and staff to recognise the need for improvement and begin to move forward. The current Leadership Team is now well established. <p>Curriculum:</p> <p>We are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole and to provide an education that will develop social skills and encourage children to become more active citizens within the school community and beyond. The Creative Curriculum at Burdett-Coutts Primary School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning.</p> <p>Our curriculum aims to:</p> <ul style="list-style-type: none"> • Provide a broad and balanced programme • Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into a context • Help children to become more independent and take greater ownership of their learning, develop their confidence and motivation to learn through the use of a range of teaching and learning styles • Establish strong cross curricular links to ensure a broader understanding • Provide enrichment opportunities where learning and teaching can take place beyond the classroom • Provide opportunities to apply knowledge and learning in practical ways and solve problems in a variety of situations 				

- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.
- Full details can be accessed via the following web link: <http://burdettcoutts.co.uk/school-life/curriculum/>

Governors:

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

Extra-Curricular:

- Extra-curricular opportunities, such as gymnastics, football, multi skills, dance, craft and gardening provide further enhancement. Recent improvements in reading provision have improved motivation and standards.
- For further details, please access the following weblink: <http://burdettcoutts.co.uk/school-life/extra-curricular-activities/>

Pupil Premium Spending:

- Please access this information via the following weblink: <http://burdettcoutts.co.uk/statutory-information/pupil-premium/>

Sport Premium Grant Spending:

- Please access this information via the following weblink: <http://burdettcoutts.co.uk/statutory-information/sports-premium/>

Parental Engagement:

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

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

Parents' attend:

- Weekly class assemblies
- Sports days
- Summer Fair
- International evening
- Founder's Day
- Christmas shows
- Mothering Sunday service at church

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

- Communication from school about school business
- Texting service
- Fortnightly newsletter
- Website
- Emails
- Parents' notice board
- Coffee mornings – introducing new staff/parent view

Communication from school about their child's learning

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

Communication from school about the curriculum

- Newsletter
- Termly Class curriculum letter
- How we teach Writing , Maths and Reading workshops for parents

Safeguarding:

See Appendix 1

SMSC:

See Appendix 2

The Quality Of Teaching, Learning And Assessment

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		X		

Reasons for Grade

Burdett-Coutts has **17 teaching staff members**, (this number includes) the Headteacher and Deputy.

- **4 are covering maternity leave;**
- **5 have fixed term contracts;**
- **11 teachers have permanent contracts;**
- **2 are part time and 15 are full time teachers**

The quality of teaching judgement for November 2015 is based on the teaching of 16 teachers.

	Outstanding	Good	Requires Improvement	Serious Weaknesses
2014-2015 <i>Based on 18 teachers</i>	<u>41% (7)</u>	<u>59% (10)</u>	<u>0</u>	<u>0</u>
2015-2016 <i>Based on 16 teachers</i>	<u>31% (5)</u>	<u>69% (11)</u>	<u>0</u>	<u>0</u>
2015-2016 <i>(when the 4 teachers return from maternity leave)</i>	<u>38% (6)</u>	<u>62% (10)</u>	<u>0</u>	<u>0</u>

The most important role of teaching is to promote learning; the acquisition of knowledge by pupils and to raise achievement. It is also important in promoting the pupils' spiritual, moral, social and cultural development. Teaching includes:

- planning for lessons and learning activities at other times in the school day
- how teachers impart knowledge to pupils, instruct them and engage them in other activities which also increase their knowledge and understanding
- the setting of appropriate, regular homework across subjects
- marking, assessment and feedback.
- Teaching and learning across the school has been improving over time but there has been too much inconsistency in the past which led to a disparity in progress across the school. Where teaching was consistently at least good and most often outstanding, predominantly in EYFS and Y6, outstanding progress has been made over time.
- However, KS1 achievement had not been good over time prior to 2014 and this clearly pointed to the fact that teaching and learning had not been consistently good enough. In lower KS2, it was also clear from internal tracking that T&L had not been consistently good and prior to 2014, it was clear that there is not enough consistency for us to have judged teaching and learning to be good overall. This is consistent with outcomes over time.
- Therefore, the key priority for the leadership team was to use the opportunities to improve the amount of consistently good or better teaching across the school and so ensure consistently good or better outcomes for all groups of children.
- We have rebuilt our teaching team and ensuring that all our teachers have sufficiently high levels of practice to ensure at least good progress in our children.
- The impact of the changes we have made that both teaching and learning and correspondingly outcomes had improved over two years. This was recognised by Ofsted in 2014 and this has been maintained in 2015. There are areas of outstanding practice. Going forward, our task is to expand our areas of outstanding practice so that we can raise outcomes across the school community to be consistently outstanding.

Improvement/changes since the last inspection :

We have two interim Deputy Headteachers who are job sharing their role.

Key strengths evident in our overall teaching identified at our last inspection in 2014 include;

- Good teaching enables most pupils to learn well and make good progress in reading, writing and mathematics. Some teaching is outstanding and this results in pupils making rapid gains in their learning.
- Teachers establish positive relationships with the pupils and manage them well. Pupils remark, 'Teachers make learning exciting'. Pupils are attentive, cooperative and follow teachers' clear instructions and explanations well.
- Good teaching enables children to acquire new knowledge and a deeper understanding of the work. Teachers use questioning skilfully to challenge pupils' thinking, explore their ideas and to check that they have understood the work.
- Teachers are particularly successful at developing pupils' speaking and listening skills. They introduce pupils to new and interesting vocabulary and carefully check that they fully understand the meaning of new words. Pupils then apply this new vocabulary to their speech and writing.
- The teaching of reading skills, including phonics (letters and the sounds they make), has improved. This is having a positive impact on pupils' progress in early reading skills. Teachers successfully promote a love of reading to pupils. Attractive and well-organised reading areas in classrooms stimulate pupils to choose interesting books.
- Pupils receive effective guidance and demonstration from staff in writing. Grammar, punctuation and spelling are well taught in English lessons and in other subjects. Pupils have opportunities to write for different audiences and in different styles. Teachers are finding ways to inspire boys to write because boys' writing skills have lagged behind that of the girls. Interesting and challenging novels are used well to promote good writing skills. Teachers plan and introduce interesting topics which will appeal to boys.
- In mathematics, pupils are effectively taught essential knowledge and skills. Teachers develop pupils' mathematical vocabulary well, and provide interesting and relevant opportunities to solve mathematical problems.
- Disabled pupils and those who have special educational needs are well taught and make good progress. Teaching assistants contribute well to pupils' learning. They provide good guidance and support to pupils who need additional help with literacy, numeracy and social skills.
- The marking of pupils' work is effective. Teachers provide praise for good work and helpful comments to guide improvement.

We recognise that we have the following areas to further improve on:

- Teaching is not always fully effective in challenging and extending the learning of the most able. As a result, the most able do not always reach the standards of which they are capable.
- In books seen in some year groups, there are some examples of highly effective marking but also there are some examples of 'well done' with no development. Therefore consistency in this area is being worked on. Also we recognise that more should be expected of supply teachers, work should not be left unmarked.
- Presentation and layout in some books is not as structured and effective as seen in the best practise in the school.

Views of pupils and parents:

- The very large majority of parents and pupils think that the teaching and learning they receive helps them to make progress and that they feel safe in class.

Monitoring and evidence of external validation:

- We have had considerable external validation of our efforts to improve teaching and learning through both our Diocese and the LA monitoring. We last had an LA review of teaching and learning in December 2014 and this underlined our judgement that teaching and learning overall is consistently good.

How performance management is used to improve performance:

We give each teacher targets which cover areas such as whole school outcomes, subject responsibility and personal professional development. Teachers on UPS will in future have clear responsibilities relevant to their pay scale and be expected to consistently demonstrate teaching strengths which are in line with their seniority

Personal Development, Behaviour And Welfare				
	Grade 1	Grade 2	Grade 3	Grade 4
Grade Behaviour		X		
Grade Safety		X		
Grade Attendance		X		
Overall Judgement		X		
Reasons for Grades				
Behaviour				
<ul style="list-style-type: none"> Evidence from classroom observations show that children behave very well and in a manner which is highly conducive to learning. Children are almost always on task, engaged and motivated and virtually no learning is lost to disruption. Our children's behaviour and attitudes towards others, and respect for young people/adults, the way pupils treat one another is excellent. Pupils learn appropriate behaviour towards others and learn strategies to handle conflict through our PSHE scheme which is reinforced in our core Christian values that permeate the ethos of our school. These are clear to see school assemblies and classroom circle time and are seen to use these skills in their interpersonal relationships. The large majority of parents tell us that behaviour is very good in the school and this is a commonly held view in our community. Almost all children tell us that they feel safe in lessons and that teachers are consistent and fair. Through consistent positive behaviour management and a well-developed reward system, children are supported in establishing polite, courteous, respectful behaviour to each other and to adults. The newly instituted Headteacher's award further underpins the ethos that children will be rewarded for effort and behaviour which is consistently good. Pupils are very tolerant of each other regardless of background or culture. Pupils are very welcoming to visitors and enjoy taking the role of ambassador. Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had one permanent exclusion (before the current HT joined) and one fixed term exclusion in the last two years. We consider that this is powerful evidence of our commitment to inclusion and the consistency of expectation we have of children's behaviour. In circumstances of greater need, we have had support from the Educational Psychologist, Behaviour Support Workers, Family Support Group (Anna Freud), CAMHs etc. We have put a focus on lunchtime behaviour with increased staff training and training for our older children (Playground Pals) in organising play. We use TA staff at lunch times for continuity and to also lead play. We have invested heavily in playground equipment to ensure that activity is motivating children in play. 				
Personal development and welfare				
<ul style="list-style-type: none"> Our children are very much able to protect themselves from bullying, racism and other discriminatory incidents. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society, our children have to have a very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of this and also the responsibility to never practice it against others or knowingly allow it to happen to others. Through our PSHE curriculum and anti-bullying week pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know to report it if they witness or experience it. All staff, having been trained on anti-bullying procedures and child protection are well-equipped to support children in staying safe. We have very low levels of bullying and racial incidents but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately. As a result of positive relationships between staff and pupils and a warm, supportive environment, the vast majority of pupils tell us that they feel confident and secure in sharing fears and concerns with staff in school and know that issues raised will be dealt with effectively. This is a view shared by the vast majority of parents and children who therefore tell us that they feel that we keep them safe in school. 				

- As we take E-Safety very seriously, the E-safety Policy is available for parents to view online. E-Safety is an integral part of our curriculum and is constantly reinforced. Our ICT coordinator acts as an E-safety coordinator who works closely with parents to ensure that they understand how to keep their children safe on line. We encapsulate this into an E-safety guidelines agreement and consider that we follow a very high standard of practice in this area. We have CEOPS training and have put parent and child training opportunities on to our website.
- To further enhance the safety of pupils the school has regular fire evacuation drills and has developed an emergency evacuation plan.
- In order to ensure our children feel secure, prior to school visits, pupils are informed of the rules and expected behaviour. The venue is discussed and the possible risks. In the case of residential trips parents are also invited into school for an information meeting.
- We have numerous visits from safety organisations such as the fire brigade and police to help ensure our children have wider input on how to keep themselves safe beyond the school gate.
- Our children tell us that they know which adult at school they can turn to if they feel scared or in trouble and they know they will be listened to.
- As part of the curriculum we undertake a variety of trips where again the aspects of health and safety are discussed and our children have to consider aspects of their own well-being and that of others. It is vital for our children to be able to use public transport safely and we give them the opportunity to learn how to use it and keep safe.
- We take our Y6 children to a five day residential to the Arethusa Venture centre. This enables them to put into practice all they have learned about keeping themselves and others safe and they learn a great deal about themselves in the process.

Attendance and Punctuality

- Attendance and persistent absence levels have been at least in line with national averages in the last three years and more often better.

	2012	2013	2014	2015
Attendance	96.9%	95.7%	96.4%	96.2%
Persistent Absence	3.5%	3.9%	2.5%	3.8%

Outcomes For Children And Other Learners

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		X		

Overall, our children start their schooling with well below average levels of attainment, dispositions and attitudes in all areas.

Many of our children attend nursery on site. However, we have a significant amount of children who join us in reception who have not been in this nursery and who have had a very wide range of nursery experiences. Alternative provision includes other local nurseries and other local providers, playgroups and child minder settings which overall give a variable experience of nursery provision. Some children have been at home and have had no formal pre-school experience at all.

Raiseonline 2015 analysis

Foundation Stage 2013 Onwards:

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 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:

Three Year Overview Of End EYFS

Year	% GLD or above		C+L		PD		PSE		Reading		Writing		Number		Shape		UW		EAD	
	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA
<u>2013</u>		52	75	72	88	83	71	76	73	61	69		75		77	66	81	75	85	78
<u>2014</u>	53	60	69	77	92	86	94	81	69	66	75		81		81	72	58	80	86	83
<u>2015</u>	63	66	71	87	97	87	82	84	84	76	76	71	87	77	77	81	82	82	89	85

Year	Boys		Girls		FSM		SEND	
	S	NA	S	NA	S	NA	S	NA
2013		44		60		36		14
2014		52		69		45		19
2015	58	52	68	69	60	45	66	19

- 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 level of development which is still in the 22-36 month band in many areas and around half of our children are in the 30-50 month age band, with the majority of these being secure and the rest developing or emerging. In the key areas of reading and writing just over 40% are at levels in line with age related expectations and this drops to around 25% in speaking and number. Therefore, on entry to Reception, although the children who were with us in Nursery have made up significant ground, as a class, development levels remain well below expected. This has been typical of our cohorts over the last three years.
- Outcomes are rising over time and by the end of Reception, children continue to make good progress. By the end of the 2014 academic year, 53% of our children reached a Good Level of Development, which was just below the national average. Further improvement in 2015 to 63% sees us move in line with national averages and represents clear value added gain and closing of the gap from entry. This is despite the higher than average mobility we see across the year.
- Disadvantaged children make outstanding progress and there is now only a negligible gap between GLD attainment in this group and other pupils.
- The proportion of SEN supported children reaching GLD is more than treble that of similar children nationally this year and evidences the outstanding progress they make in catching up.
- The quality of teaching from both teachers and support staff is consistently never less than good and is sometimes outstanding and as a result pupils make rapid progress.
- The curriculum is highly responsive to pupils' needs and is planned carefully to deliver a wide variety of activities which stimulate interest and curiosity in all areas of learning.
- Accurate assessment informs both group and individual need. Moderation is robust which supports accurate judgements.
- Children demonstrate independent and safe learning behaviours as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in their child's education through a variety of well attended visits, workshops and termly meetings.
- Leadership and management are outstanding and children are kept safe through rigorous and constantly evaluated and monitored safeguarding procedures.
- We engender close links with parents from our children's very first days in our EYFS provision and we consider this to be key in establishing positive and lastingly effective attitudes to learning.
- Therefore overall, from their starting points, we consider that our children make outstanding progress in Foundation Stage and that outcomes across the stage are outstanding.

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 almost two thirds reaching a good level of development.

KS1 Outcomes Overview

- By the end of KS1, our children reach levels as evidenced by APS scores which are on a four year rising trend and are now at least in line with age related expectations (15 points = 2b+) in all measures and in line with national averages in writing and maths.
- Level 2+ attainment is on a four year rising trend in every subject measure and has rapidly closed the gap between

school and national average in the last three years. Reading, writing and maths are all currently at least in line with the national average with writing pushing above, suggesting that almost all of our children now reach basic levels of attainment that ensures they are prepared for KS2.

- Level 2b+ attainment measures are also on a four year rising trend in all subjects and after being historically below national averages, in 2015 we are close to or above national averages in all measures, indicating that we are rapidly improving KS1 attainment and children are now acquiring the skills they need across the curriculum to be well prepared for KS2. In maths, attainment at this level has now moved above the national average, showing the impact of the actions we have taken in response to issues raised at our last inspection.
- Level 3+ attainment in reading and maths were on a three year rising trend to 2014 to be just below average. Although we have maintained maths attainment at level 3+, this measure has now fallen below average as the national average has increased. Reading has fallen and is currently sig-. Writing has been low at level 3+ over time. Clearly, we have much work to do in order to drive up attainment for our higher ability children, we recognise this and are taking the necessary action required to return to upward trends previously seen. Although level 3+ attainment in writing doubled in 2015, showing the impact of some of the actions we have taken in response to our 2015 Ofsted report, we recognise that higher level attainment in writing remains well below average. Therefore, writing across the school remains a major focus in our current school improvement work.
- Results of the Phonics screening test show that a well above average proportion of our children now meet the required standard and that phonics is also on a three year upward trend showing that teaching and learning of phonics is consistently of good quality.
- Overall, we now have a four year upward trend in most KS1 attainment measures which is evidence of sustained improvement. Children make at least good progress in making up ground 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 which ensures they are well prepared to be successful in KS3. In order to raise progress levels towards outstanding, we recognise that we have more to do to bring level 3+ attainment in line with national averages in writing and reading and we have to further improve teaching and learning to ensure more of our children attain these higher levels. Nevertheless, our children achieve well and make significant value added gain to considerably close the gap from entry. We therefore judge outcomes at this point to be good.

KS2 Outcomes Overview

- By the end of KS2, our children attain APS scores which have been consistently well above age related expectations and broadly in line with national averages up to 2014. APS scores were rising over time to 2014 but have fallen in 2015, although EGPS remains in line with the national average currently. Nevertheless this was a cohort, which was significantly below average and age related expectations at the end of KS1 and as they exceeded ARE and were broadly in line with national averages, evidence would point to progress that is at least good.
- The proportion of children attaining a combined level 4+ in RWM was above average in 2013 and 2014 but fell below in 2015, although it remained well above government floor standards. However, the proportions of children attaining level 4+ is at least in line with national averages in all but one measure in the last three years and have more often been above. However, we recognise that there are three year falling trends in maths, writing and EGPS and the combined score has also fallen, so we are addressing these in our current school development plan.
- The proportions of children attaining a good level 4+ is at least in line with national averages in almost all measures in the last three years. Maths and EGPS have been at least in line with national averages over three years and often higher. However, although reading showed a rising trend to 2014 when it was above the national average, we recognise that it dropped this year and is now well below. This is clearly of concern to us and is being addressed as a priority in our current school development plan. However, it is clear that over time, the proportions of our children reaching a level of attainment that ensures they are well prepared for KS3 is at least in line with national averages overall and more often higher.
- The proportion of children attaining level 5+ to 2014 was rising over time to be above average in reading and maths and writing consistently in line. This was 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 represented good value added gain for our more able. In 2015, higher level attainment fell to be below average in all measures although the combined measure remains in line with the national average. Although we recognise the fall, it should be noted that three times more children attained the higher level in reading and five times in maths, compared with the end of KS1. Therefore, value added gain for our more able remains at least good. With rising higher level attainment in our KS1 cohorts from 2012, we will ensure that this value added progress remains and that level 5+ attainment will rise as a result over the long term.
- In 2014, we secured our first cohort of level 6+ attainers in maths and EGPS and in 2015 we maintained this and so we judge that our highest attainers are well challenged.

- Progress measures over the last three years show that expected levels of progress have all been at least close to national expectations with the large majority being higher. Almost all exceeded progress measures have been at least in line with national expectations with the large majority being higher.
- VA scores over 2013 and 2014 were all over 100.5 and all were sig+ in one of the two years with reading and all subjects sig+ in both. In 2015, all measures are over 100 but nine are sig+ so although we judge progress to remain good, we are aware that it is not as strong as it has been in the preceding two years.
- Overall evidence over time though would suggest that progress has been good in all measures over three years and in a significant minority it has been outstanding. This has led to levels of attainment that ensure our children are well prepared for their next stage in education and so we judge outcomes to be good. They are not outstanding as higher levels of attainment are lower than national averages in KS1 and KS2 and progress this year is good but not outstanding.

Outcomes of Groups

Disadvantaged Children

- The progress of Disadvantaged children over the last three years has been good with a number of measures which suggest it has been outstanding. All VA scores have been above 100 in the three years to 2015 with almost all either well above 100 or sig+. The proportions of children making expected progress are consistently at least in line or higher than all children nationally and are in line with non-disadvantaged children over the last two years. The proportion of our children exceeding expected progress in reading and maths is higher than all children nationally and in writing it is in line. Our Disadvantaged children attain levels which are over time at least broadly in line and often significantly higher than similar children nationally and are currently in line with all children overall. This means that they are well prepared for their next stage in education and have made at least good progress to achieve this and so their overall outcomes are good.

EAL

- The progress of EAL children over the last three years has been at least good and some measures would suggest they are making outstanding progress. They attain levels which are above all children nationally and so we judge their outcomes to be good.

Higher Ability

- Our higher attaining children do not currently make as much progress by the end of KS1 as most other groups of children in the school. Although they attain levels which are in line with similar children nationally in reading and writing, their APS score in maths is almost a point below similar children nationally and so we are targeting this area to ensure that this group of children make consistent progress across subjects. We are also identifying potential level 6 children earlier to give them every chance of fulfilling their potential.

SEND

- The progress of SEND children over the three years to 2013 had been below that expected as evidenced by VA scores which are consistently below 100 and attainment which was in line with similar children nationally. We therefore undertook a review of SEND provision across the school and strengthened leadership and management of the area to ensure that progress and attainment improved and the downward trend in children making at least expected progress over the last three years was halted and reversed. The impact of this was that VA scores in 2014 were sig+ for SA+ children and well over 100 for SA children. Attainment improved in most measures to be above similar children and the proportion of children attaining level 4+ was above average in most measures. Almost all children made at least expected progress and so our SEND children achieved well overall. In 2015, Progress was not as strong and attainment has fallen below similar children nationally. We are therefore monitoring this group of children and reviewing our provision to ensure better progress measures going forward.

The Effectiveness Of The Early Years Provision

	Grade 1	Grade 2	Grade 3	Grade 4
Grade		X		

Reasons for Grades

Foundation Stage 2013 onwards 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

Three Year Overview Of End EYFS

Year	% GLD or above		C+L		PD		PSE		Reading		Writing		Number		Shape		UW		EAD	
	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA
<u>2013</u>		52	75	72	88	83	71	76	73	61	69		75		77	66	81	75	85	78
<u>2014</u>	53	60	69	77	92	86	94	81	69	66	75		81		81	72	58	80	86	83
<u>2015</u>	63	66	71	87	97	87	82	84	84	76	76	71	87	77	77	81	82	82	89	85

Year	Boys GLD		Girls GLD		FSM		SEND	
	S	NA	S	NA	S	NA	S	NA
<u>2013</u>		44		60		36		14
<u>2014</u>		52		69		45		19
<u>2015</u>	58	52	68	69	60	45	66	19

- 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 level of development which is still in the 22-36 month band in many areas and around half of our children are in the 30-50 month age band, with the majority of these being secure and the rest developing or emerging. In the key areas of reading and writing just over 40% are at levels in line with age related expectations and this drops to around 25% in speaking and number. Therefore, on entry to Reception, although the children who were with us in Nursery have made up significant ground, as a class, development levels remain well below expected. This has been typical of our cohorts over the last three years.
- Outcomes are rising over time and by the end of Reception, children continue to make good progress. By the end of the 2014 academic year, 53% of our children reached a Good Level of Development, which was just below the national average. Further improvement in 2015 to 63% sees us move in line with national averages and represents clear value added gain and closing of the gap from entry. This is despite the higher than average mobility we see across the year.
- Disadvantaged children make outstanding progress and there is now only a negligible gap between GLD attainment in this group and other pupils.
- The proportion of SEN supported children reaching GLD is more than treble that of similar children nationally this year and evidences the outstanding progress they make in catching up.
- The quality of teaching from both teachers and support staff is consistently never less than good and is sometimes outstanding and as a result pupils make rapid progress.
- The curriculum is highly responsive to pupils' needs and is planned carefully to deliver a wide variety of activities which stimulate interest and curiosity in all areas of learning.
- Accurate assessment informs both group and individual need. Moderation is robust which supports accurate judgements.
- Children demonstrate independent and safe learning behaviours as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in their child's education through a variety of well attended visits, workshops and termly meetings.
- Leadership and management are outstanding and children are kept safe through rigorous and constantly evaluated and monitored safeguarding procedures.
- We engender close links with parents from our children's very first days in our EYFS provision and we consider this to be key in establishing positive and lastingly effective attitudes to learning.
- Therefore overall, from their starting points, we consider that our children make outstanding progress in Foundation Stage and that outcomes across the stage are outstanding.

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 almost two thirds reaching a good level of development.

Appendix 1: Safeguarding

- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- Training for staff and governors in child protection and safer recruitment has been thorough and is up to date. All staff and governors attend regular update training but no member of staff or Governor goes more than two years without safeguarding update training.
- Training for staff in the school means that they are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.
- Therefore, staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required. All staff in the school are acutely aware of who the designated Child Protection Officers are, and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.
- Governors monitor safeguarding rigorously and both they and senior leaders evaluate the impact of procedures on a regular basis.
- Current statutory guidance, “Keeping Children Safe in Education” underpins our practise and overarching strategy and monitoring of safeguarding and ensures we have an ingrained culture of safeguarding.
- Where referrals have been made or we have children with child protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been thorough in ensuring that all agencies involved in our children’s protection have been held to account and are undertaking their responsibilities appropriately.
- We are particularly aware of increased risk factors for groups of children e.g. disabled children, children of parents who have patterns of substance abuse, learning disabled parents etc. who are at greater risk of a range of types of abuse.
- We have a fully up to date single central record for DBS and list 99 checks. This is checked regularly and accurately maintained.
- We have checked all teaching appointees since April 2014 against the National Prohibition from Teaching List.
- All staff have been checked as to whether they are living with anyone who is deemed unsuitable because of prior convictions. We have found no staff in this position.
- No member of staff since the last inspection has been investigated or has had a suspicion of inappropriate behaviour with children levelled against them. Therefore, no referrals have been made to the LA LADO.
- Our PSHE curriculum is well structured throughout the school and ensures that children understand the risks posed to them through prejudice, extremism and discrimination. Children are well prepared for life in modern, democratic Britain and have the knowledge they need to be tolerant and effective members of society.
- We undertake significant amounts of work across the school to help children stay safe using technologies and cyber safety is a central tenet of our ICT and PSE teaching.
- Security of the site is appropriate and access for visitors is well controlled. There is no access to classrooms to adults without appropriate checks.
- H&S checks are routinely carried out (in and around the school) and any issues are acted upon immediately.
- Risk assessments are included for activities in and out of school as appropriate.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff who are aware of the particular needs of that child within the confines of confidentiality.
- Fire and evacuation procedures are up to date and first aid provision (including paediatric first aid) is secure.
- We also work closely with other agencies and governors to ensure safeguarding.

Appendix 2: SMSC

SMSC

Spiritual Development:

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

Social Development

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

Cultural Development

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



Attainment and SATs

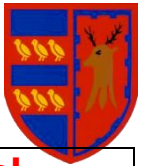
Burdett Coutts Primary : Average Point Scores (APS) against national average: KS1 2013 – 2015

APS scores	2013	National	2014	National	2015	National
All subjects	14.6	15.8	15.2	15.9	15.7	16.1
Reading	14.7	16.3	15.5	16.5	15.7	16.6
Writing	14.0	14.9	14.1	15.1	15.2	15.3
Mathematics	15.1	16.1	16.1	16.2	16.3	16.4



Key Stage 1 Level 2+, 2b+ and 3+ percentages against national average 2013-2015
Average Point Scores (APS) against national average: KS 2 2013 – 2015

% levels	L2+ 2013 nat		L2+ 2014 nat		L2+ 2015 nat		L2b+2013 nat		L2b+ 2014 nat		L2b+ 2015 nat		L3+2013 nat		L3+ 2014 nat		L3+ 2015 nat	
	Reading	83	89	86	90	92	90	63	79	73	81	78	82	12	29	22	31	18
Phonics	54	69	73	74	94	77												
Writing	79	85	82	86	92	88	56	67	63	70	73	72	4	15	4	16	10	18
Maths	87	91	90	92	94	93	75	78	78	80	86	82	12	23	22	24	22	26



APS scores	2013	National 2013	2014	National 2014	2015	National 2015
All subjects	28.8 (+15.1)	28.3	29.5 (+16.0)	28.7	28.3 (14.7)	28.8
Maths	28.8	28.7	29.9	29.0	28.6	29.0
Reading	29.3	28.5	30.2	29.0	28.3	29.0
Writing	28.1	27.5	27.8	27.9	27.6	28.2
EGPS	30.2	28.0	31.3	28.6	29.3	29.1



Key Stage 2 Level 4+, 4b+ (2013+), 5+ and 6+ percentages against national average 2013-2015

% levels	L4+ 2013 nat 2013		L4+ 2014 nat 2014		L4+ 2015 nat 2015		L4b+ 2013 nat 2013		L4b+ 2014 nat 2014		L4b+ 2015 nat 2015		L5+ 2013 nat 2013		L5+ 2014 nat 2014		L5+ 2015 Nat 2015		L6+ 2013 nat2013		L6+ 2014 nat2014		L6+ 2015 nat2015	
RWM	82	75	83	79	71	80							21	21	18	24	22	24						
Maths	95	85	90	86	88	87	72	73	88	76	78	77	36	41	48	42	33	42	0	6	8	9	10	9
Reading	92	86	95	89	86	89	74	75	88	78	67	80	51	44	57	49	37	48	0	0	0	0	0	0
Writing	87	83	83	85	80	87							31	30	28	33	31	36	0	2	0	2	0	2
EGPS	90	74	93	76	84	80	82	65	88	68	80	73	64	47	70	52	49	55	0	2	5	4	6	4



Overall attainment indicators for groups in All Subjects at the end of Key Stage 2 as shown in RAISE

	2013		2014		2015	
	Average Point Score					
	All Children	Pupil Premium and SEND Against Peers Nationally	All Children	Pupil Premium and SEND Against Peers Nationally	All Children	Pupil Premium and SEND Against Peers Nationally
Significantly above average SIG+	Boys, High, NoSEN, WA(1), AOAB(2), AOBB(1)	FSM, CLAorFSM	Mid, High(2), NoSEN, WB(3), WA(2), BAN(1), BC(1), CHI(1), AOEG	FSM, DisadPup, SA+(3), ST(2)	High, 1stUncl(1), Ind(3), PK(1), BA, INO(1)	
Above, but not significantly different to, average	AP, FSM, NonFSM, NotCLA, CLAorFSM, NotCLAorFSM, Mid, ORYr5/6, 1LE, 1LO, AOWB, BC, CHI(1), AOEG, Unc/Ref(1)	SEN, SA+(2)	AP, Boys, Girls, NonFSM, NotCLA, OtherPup, ORYr5/6, 1LE, 1LO, AOMB(3), AOAB	SEN, SA	NonFSM, OtherPup, 1LO, NoSEN, AOWB, AOAB(2)	FSM, DisadPup
Below, but not significantly different to, average	Girls, WB, BAN(3), BA	SA	FSM, DisadPup, BA(2), AOBB(1)		AP, Boys, Girls, NotCLA, Mid, ORYr5/6, Chi(1)	SENsupport
Significantly below average SIG-	Low, SEN, SA, SA+(2), WBC(1)		Low, SEN, SA, SA+(3), ST(2), AOWB, WBC(1), WBA(1)		FSM, DisadPup, Low, 1LE, SENsupport, WB, AOMB(3), BAN(2), BC, AOBB(1), AOEG	



Progress Measures Table 1: VA indicators for Groups at the end of Key Stage 2.

	2013	2014	2015
	VA	VA	VA
Significantly above average SIG+ (101.5 or green on ROL)	SS, FSM, NotCLA, CLAorFSM, Low, 1LO, NoSEN, AOWB, WA(1), BAN(3), AOAB(2), AOBB(1), CHI(1)	SS, Boys, Girls, FSM, NonFSM, NotCLA, DisadPup, OtherPup, Mid, 1LO, NoSEN, SEN, SA+(3), WB(3), AOWB, WBA(1), WA(2), AOMB(3), BAN(1), AOBB(1), CHI(1), AOEG(1)	PK(1),
Above, but not significantly different to, average (below 101.5 and above 100)	Boys, Girls, NonFSM, NotCLAorFSM, Mid, ORYr5/6, SA, WB, AFR, AOEG	Low, High(2), 1LE, SA(3), AOAB, CAR(1), AFR(2)	SS, Boys, FSM, NonFSM, NotCLA, DisadPup, OtherPup, Mid, High, ORYr5/6, 1LO, NoSEN, AOWB, Ind(3), BAN(2), BA, Chi(1)
Below, but not significantly different to, average (below 100 and above 98.5)	High, 1LE, SEN, CAR, REF(1)	ST(2)	Girls, Low, 1LE, SENsupport, WB, AOMB(3), AOAB(2), BA, AOBB(1), AOEG
Significantly below average SIG- (below 98.5 or blue on ROL)	SA+(2), WBC(1)	WBC(1)	



Table 2: Progress measures overview for all children at end KS2.

	Two Levels of Progress Summary								
	2013			2014			2015		
	Expected	Exceeds	VA	Expected	Exceeds	VA	Expected	Exceeds	VA
All subjects			100.7			101.5			100.3
Reading	92	44	101.0	97	69	101.4	89	41	100.0
Writing	97	36	100.9	97	50	100.8	98	35	100.2
Maths	97	31	100.5	100	53	101.8	96	28	100.4
Higher than national expectation indicating potentially outstanding progress.			Favourable compared to national expectations indicating potentially good progress.			Low compared to national expectations indicating potentially RI or inadequate progress.			



Table 3: FSM children progress measures overview for end KS 2.

	2013			2014			2015		
	Expected (non FSM)	Exceeds (non FSM)	VA	Expected (non FSM)	Exceeds (non FSM)	VA	Expected (non FSM)	Exceeds (non FSM)	VA
EN & MA Combined			100.9			101.3			100.4
Reading	96(88)	43(44)	101.4	96(100)	61(85)	101.5	92(85)	58(20)	100.3
Writing	100(94)	30(44)	100.7	96(100)	35(77)	100.2	96(100)	42(25)	100.4
Maths	100(94)	39(19)	100.8	100(100)	39(77)	101.8	92(100)	35(19)	100.5
Higher than national expectation indicating potentially outstanding progress.			Favourable compared to national expectations indicating potentially good progress.			Low compared to national expectations indicating potentially RI or inadequate progress.			



Table 4: More able children progress measures overview for end of KS2.

	Two Levels of Progress Summary								
	2013			2014			2015		
	Expected	Exceeds	VA	Expected	Exceeds	VA	Expected	Exceeds	VA
EN & MA Combined			99.4			100.2			101.1
Reading	100		100.4	100		99.7	100		100.7
Writing	100		99.7	100		97.6	100		100.5
Maths	83		98.7	100		101.8	100		101.7
Higher than national expectation indicating potentially outstanding progress.			Favourable compared to national expectations indicating potentially good progress.			Low compared to national expectations indicating potentially RI or inadequate progress.			



Table 5: SEN Children progress measures overview for end KS2.

	Two Levels of Progress Summary											
	2013				2014				2015			
	Without ST making expected progress	With ST making expected progress	VA W/O ST	VA With ST	Without ST making expected progress	With ST making expected progress	VA W/O ST	VA With ST	Without ST making expected progress	With ST making expected progress	VA W/O ST	VA With ST
EN & MA Combined			99.5	NA			101.5	99.0			98.7	NA
Reading	75	NA	98.7	NA	100	50	102.8	98.3	78	NA	98.5	NA
Writing	88	NA	100.2	NA	100	100	100.0	101.0	89	NA	98.4	NA
Maths	100	NA	99.5	NA	100	100	101.5	98.3	78	NA	99.0	NA
Higher than national expectation indicating potentially outstanding progress.			Favourable compared to national expectations indicating potentially good progress.						Low compared to national expectations indicating potentially RI or inadequate progress.			