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Mrs Rosetta Dyer  
Headteacher  
Burdett-Coutts and Townshend Foundation C of E Primary School  
Rochester Street  
London  
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Dear Mrs Dyer

### **Short inspection of Burdett-Coutts and Townshend Foundation C of E Primary School**

Following my visit to the school on 23 January 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You have worked closely with other senior leaders and members of the governing body to identify the school's strengths and where the school needs to do better. Leaders evaluate the school's work accurately. You have introduced key initiatives to drive improvements. You make sure that all staff benefit from well-selected training. Together with other leaders, you visit lessons regularly and check the quality of pupils' work in books to make sure that they make strong progress and that improvements are sustained.

At the previous inspection, inspectors found that there was further work to do to make sure that more pupils reach the higher levels by the end of Year 6, especially in writing. Leaders have taken effective action to address this. Pupils' books and attractive displays around the school demonstrate high standards.

Pupils enjoy coming to school. Almost all parents who responded to the online survey, Parent View, confirm that their children are happy and safe at school. Pupils' behaviour in lessons and around the school is calm and sensible. Pupils are friendly and well-mannered. They show great respect for adults and for each other. In assemblies, pupils enjoy hearing about the learning that takes place in other classrooms. They take pride in their school and many talk confidently about their learning. Pupils are clear that bullying is not tolerated. They know that adults will take rapid and effective action to deal with any problems that may occur. Pupils are keen to take on positions of responsibility, such as school councillors and house captains. For example, school councillors collected the views of other pupils on how the school

could make sure that they feel safe.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. You have developed a strong culture of safeguarding in the school. You teach pupils in all year groups about online safety so that they know how to avoid risks when using computers.

Staff receive the required safeguarding training, and you keep them updated with the most recent advice. Staff are very clear about what actions to take should they have any concerns about pupils.

The evidence shows that the school has effective partnerships with the local authority and that referrals are followed up appropriately.

Governors are well informed about safeguarding in the school.

### **Inspection findings**

- Firstly, we agreed to look at the school's work to raise pupils' achievements in mathematics. This was because pupils' progress in mathematics has fallen over the last three years. Following the results in last year's key stage 2 national mathematics tests, you set about understanding and tackling the reasons for this underachievement.
- You have made sure that staff have benefited from well-selected training to help them plan work that is matched to pupils' needs and abilities. In particular, you have focused on providing regular opportunities for pupils to apply their mathematical knowledge and skills, and on making sure that they learn and use correct mathematical words when talking about their work.
- The teaching of mathematics is now more effective. Teachers routinely expect pupils to explain their mathematical thinking. Pupils are more frequently challenged to carry out problem-solving activities that help them think more deeply. Teachers are alert to pupils' errors and misconceptions and make sure that they give help there and then. As a result, pupils learn well.
- Teachers have high expectations so that pupils are motivated to finish their work to the best of their ability. One pupil said, 'I want to be challenged because I want to get better.' Pupils listen carefully to their teacher, and they work hard in class. They are resilient and when they find the work hard, they persevere. The comment of one pupil that 'mistakes help me learn' was typical of the views of majority of pupils spoken to. Teachers give their pupils effective guidance to help them improve further.
- As a result of strong teaching in key stage 1, current pupils are making a good start in mathematics. Through the school, work in books show that pupils generally have a good understanding of number and calculation. However, problem-solving is more evident in some year groups than others. Overall, the evidence suggests that a higher proportion of pupils are now on track to meet expected standards in

mathematics by the end of Year 6.

- Secondly, we agreed to explore the progress that pupils make in reading in key stage 2. This is because progress in reading has fluctuated in recent years and pupils' attainment by the end of Year 6 has been below average.
- You have introduced changes to the way reading is taught. There is now a greater focus on encouraging pupils to adopt a more searching approach to the books that they read. Pupils spend more time exploring the meaning of challenging words so that they broaden their vocabulary and deepen their understanding. As a result of the increased level of challenge, pupils are beginning to be more confident about 'reading between the lines' and understand better the essence of what they are reading.
- Pupils speak with enthusiasm about reading. They enjoy choosing books from the school library, and they read regularly at school and at home. This means that they are practising the reading skills that they learn in school. Some pupils who need more help with their reading have the opportunity to go to book clubs in school. They learn new words and read a wide range of different books, such as poetry collections.
- As a result, pupils' progress in reading is improving. However, there remains some underachievement on the part of pupils who do not use the comprehension skills that they have been taught to deepen their understanding of the text.
- Finally, given that pupils' progress in writing is broadly average, I wanted to find out whether they are transferring their skills and developing their writing styles across the curriculum, particularly in history and geography.
- The writing I saw was of a high standard. Pupils take pride in their work and respond to the teaching to make further improvements. Displays in classrooms and in books show that teachers use high-quality literature to inspire and motivate pupils in their writing. Pupils' writing about Ancient Greece also benefited from a recent visit to a local museum.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers consistently challenge pupils to use the wide range of reading comprehension skills that they have been taught
- pupils have consistent opportunities to apply their mathematical knowledge in solving problems.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Westminster. This letter will be published on the Ofsted website.

Yours sincerely

Elizabeth Hayward  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I held meetings with you and other senior and middle leaders. I met with three governors, including the chair of the governing body. We visited classes together in key stage 2 to observe teaching and to look at pupils' work. I spoke to pupils in lessons and I also met with a group of school councillors from key stage 2. I listened to pupils read from Year 2 through to Year 6. I evaluated recent information about pupils' progress and attainment. I looked at records and documentation relating to safeguarding. I checked the school's website and documentation available to parents. I considered the views of 42 parents from Parent View, the online survey. I also read the responses to the questionnaires for pupils and staff.