



Inclusion Quality Mark (UK) Ltd

27th June 2013

Dame Vicki Paterson
Executive Headteacher
Brindishe Lee School
Wantage Road
London, SE12 8NA

Assessment Date: 20th June 2013

Summary

Brindishe Lee is an inspiring, delightful, warm and welcoming school within which outstanding practice is the norm. Its calm, purposeful and stimulating atmosphere is not only a credit to the impressive way the pupils and staff work, but also shows how the school's open plan design is used extremely effectively to promote high quality academic and social learning. The school has enjoyed high standards for many years but does not rest on its laurels. It shares its exemplary practice through a very successful federation with Brindishe Green School. As a result, both schools are outstanding. The federation is also in partnership with Lee Manor School. As such, the federation's motto of "Together we're more" can be seen to be lived out in practice and is commendable.

The school's values and approach to learning are driven by the inspirational, innovative, enabling and highly effective leadership of the executive headteacher and her senior team. Their belief that all pupils deserve the best and will achieve is unshakeable and is at the root of the school's ability to remove barriers to learning within a spirit of trust and high expectations for all. As a result, the school's values permeate its practice and are shared by the school community.

Pupils' behaviour is outstanding. They are polite, courteous, articulate and confident and are also very enthusiastic about their learning. Pupils are very proud of their school and say they enjoy being challenged in lessons. Comments included, "Teachers help you to improve on what you've done", "When they teach you new things teachers make it exciting", "Lots of hard work pays off in the end. We also do fun stuff", "Teachers make learning a challenge, but fun", "Teachers are enthusiastic and surprising. You never know what's going to come around the corner. It's awesome", "Teachers are trustworthy. You can tell them anything", "Teachers trust you to act responsibly" and "Teachers will do whatever they can to make you better...to push you."

Relationships between pupils are excellent in classrooms, around the school and in the playground. Comments included, "People are friends", "People respect each other", "No one is left out", "There are no bullies", "Buddies in the playground, play leaders and bilingual buddies help children" and "We use the Circle of Friends to support anyone who finds it hard to make friends."

The staff's commitment to the school's values and motto (Together we're more) is clearly demonstrated in lessons and through exemplary teamwork. Their positivity and pride in the school is admirable and touching. Comments included, "Everyone contributes to school development" and "Everything we do is in the best interest of the child."

Staff work closely together within a culture of mutual respect and trust. They really appreciate the development opportunities they are given by working across the federation and partnership schools. This not only helps with career development, but also promotes a commonality of approach across the three schools. Comments included, "We feel valued because our views are always considered", "We work collaboratively. After moderation across the three schools we came away fizzing with ideas" and "We are always included in everything."

Relationships between all staff are supportive, purposeful and friendly. Comments included, "There is a close partnership between teachers and teaching assistants", "We are good at working alongside each other", "There are no boundaries or barriers between staff. Things are very fluid", "We feel lucky and privileged to work here", "Value is placed on what TAs do", "Our thoughts and opinions are noted and valued", "Support comes from the bottom up and top down", "Working here is familiar....like a family unit....not always serious" and "If we could bottle it (i.e. what we do) and sell it, we'd make a lot of money."

Parents/carers are very positive about the school and really appreciate the friendliness and accessibility of the associate headteacher, deputy headteacher and staff. They feel that the school is like an extension of the home and that when their children go to school they are going to another family. Comments from parents included, "Teachers have the best interest of children at heart", "My child is in good hands", "My child is wonderfully settled", "Children want to come to school", "Teachers know all the children", "Teachers always explain why", "The school has a family feel", "It just doesn't matter where you come from", "Whenever you want to have a word, the teachers are there", "Staff will listen", "If you face any problems you can openly discuss it with the teacher. You don't have to wait until parents' evening", "There is no compromise on standards. Children's behaviour is excellent", "Since moving to the school my child smiles all the time and is keen to come to school" (This was not the case in his previous school where he felt intimidated), "The policy on bullying is in the context of what the school does and why, which is set in a positive framework", "Children look after each other and have a sense of community", "Children are groomed to be well behaved", "Older children model good behaviour", "Older children team up with younger ones", "Children learn how to take care of the young ones", and "There's a certain Brindishe magic that works."

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Barry Gilhooly

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Name of School:	Brindishe Lee School
Executive Headteacher:	Dame Vicki Paterson
Associate Headteacher:	Diane Spalding
Date of assessment:	20 June 2013
Final assessor/s:	Barry Gilhooly
Successful:	Yes

Context of the School and Sources of Data

Brindishe Lee is a slightly larger than average primary school serving its local area. The school has a bulge class in Year 2. Just over a quarter of pupils have English as an additional language and approximately half the pupils are from White British backgrounds. A fifth of the pupils have special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school is part of a hard federation with Brindishe Green School and has entered into a partnership with Lee Manor School.

The school holds many awards, including the Diamond Cultural Diversity Quality Standard, Transforming Parental Engagement Quality Standard, the Inclusion Quality Mark, Artsmark Gold, the Geography Mark Gold and the Sportsmark Gold.

Portfolio and Other Supporting Evidence

The one day IQM visit included interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, school nurse, teaching assistants, governors, pupils and parents. The visit also included a tour of the school, visits to all classrooms and observation of assembly, playtime and lunchtime.

Documentation included the 2011 Ofsted report, Ofsted school data dashboard 2012, data analysis information (including RAISE online), school community development plan, lesson observation records, governors' meeting minutes, school achievement review, parental engagement quality standard assessment report, cultural diversity quality standard assessment report, inclusion policy and school prospectus and information from the school's website.

Element 1 - Learner Progress

Evidence: School data analysis, school achievement record, pupils' work and displays.

Strengths:-

- Termly assessment weeks followed by class and pupil progress meetings ensure that whole school tracking of pupils' progress is very effective. Rates of progress are colour coded on the tracking system and draw helpful attention to pupils requiring additional support. Relevant intervention programmes for literacy and numeracy are informed by this careful data analysis, as a result of which pupils make outstanding progress.
- The school is very ambitious for all its pupils and this approach is evident in the attention staff give to the progress pupils make. Staff's high expectations and outstanding teaching are rewarded by high achieving pupils who also develop a love of learning. This is complemented very effectively by the work of the Brindishe Schools' federation and its partnership with Lee Manor Primary School.
- Pupils know what they are expected to achieve, not only through target setting, but also through good opportunities for peer and self assessment. They enjoy being challenged by their teachers to achieve higher levels of attainment.
- The school's needs led, target focused approach is clearly shared by all staff with real commitment and enthusiasm. This makes a very significant contribution to the excellent progress pupils make. There is a tangible feeling within the school of a collective effort to help pupils to aim high and learn to the best of their ability, which is reflected in what pupils say about their lessons. As a result, learning is not only very effective, but also challenging and aspirational for pupils.
- Teachers and teaching assistants know the pupils well. This, together with a school ethos that believes in and promotes high achievement for all pupils, ensures that excellent attention is paid to individual needs. For example, small group interventions in literacy and numeracy ensure pupils' targets and needs are supported effectively so that they make good or better progress in relation to their starting points. Comments from staff included, "Everyone goes above and beyond (to support pupils) because they want to do it)."
- The practice of pupils supporting each other's their learning, for example, through paired working, peer assessment and older pupils reading to younger ones, helps them to make good or better progress with their learning.
- Pupils' achievements are celebrated in many ways, for example, through weekly praise assemblies, where achievement, effort, and attendance are celebrated. Displays of pupils' work in classrooms and around the school, and displays of certificates, trophies and other awards the school has received, also help celebrate achievement successfully. All these promote pupils' progress very effectively throughout the school.

Areas for development:-

The school may wish to consider further improving the outstanding progress pupils make by:-

- Seeing how to further improve writing by the end of Key Stage 2 so progress in English when compared against all schools (currently in the 2nd quintile - see Ofsted school data dashboard 2012) is in the highest quintile (i.e. matching the attainment quintile when compared to all schools).
- Seeing how to further improve mathematics by the end of Key Stage 2 so that progress when compared to similar and all schools (currently both in the 3rd quintile) is in the 2nd or highest quintile (i.e. matching or exceeding the attainment quintile when compared to similar and all schools).

Element 2 - Learner Attitude, Values & Personal Development

Evidence: Tour of school, visits to all classes, interviews with pupils, parents and governors, and observation of playtime, lunchtime and assembly.

Strengths:-

- Pupils' behaviour is outstanding. They are polite, courteous, articulate and confident and are also very enthusiastic about their learning. Pupils are very proud of their school and say they enjoy being challenged in lessons. Comments included, "Teachers help you to improve on what you've done", "When they teach you new things teachers make it exciting", "Lots of hard work pays off in the end. We also do fun stuff", "Teachers make learning a challenge, but fun", "Teachers are enthusiastic and surprising. You never know what's going to come around the corner. It's awesome", "Teachers are trustworthy. You can tell them anything", "Teachers trust you to act responsibly" and "Teachers will do whatever they can to make you better...to push you."
- Relationships between pupils are excellent in classrooms, around the school and in the playground. Comments included, "People are friends", "People respect each other", "No one is left out", "There are no bullies", "Buddies in the playground, play leaders and bilingual buddies help children" and "We use the Circle of Friends to support anyone who finds it hard to make friends."
- In lessons, pupils are very well focused and have a mature attitude to their learning. They are used to working cooperatively in pairs and small groups and do so with ease and confidence from the Nursery upwards. The open plan nature of the building is not noticeable at all in terms of noise levels since pupils work calmly and conscientiously, both inside and outside classroom areas.
- Pupils are given a good range of opportunities to take responsibility, for example, as playground buddies, bilingual buddies and as members of a circle of friends. They are also taught and trusted to take personal responsibility from a very young age as this is very much a part of the school ethos. Pupils take these responsibilities very seriously and enjoy helping other children. This is clearly evident in the playground, for example, with older pupils helping younger ones.
- A very impressive range of clubs and after school activities including flute & clarinet, cheerleading, green club, handball, zumba, hockey, computer, tag rugby, choir, French, football, tennis, multi sports, cricket, violin, guitar, ukulele, drama and basketball promote pupils' learning very effectively.

Areas for development:-

- There are no significant areas for development.

Element 3 - Leadership & Management

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, teacher new to the school, teaching assistants, school nurse, governors and parents.

Strengths:-

- The school's values and approach to learning are driven by the inspirational, innovative, enabling and highly effective leadership of the executive headteacher and her senior team. Their belief that all pupils deserve the best and will achieve is unshakeable and is at the root of the school's ability to remove barriers to learning within a spirit of trust and high expectations for all. As a result, the school's values permeate its practice and are shared by the school community.
- The executive headteacher, associate headteacher and deputy headteacher/inclusion manager work in close partnership in a task focused culture to secure the aims of the school and federation. Within their unique roles and accountabilities they readily share expertise and hold collective responsibility for all outcomes. As a very united and strong team, they, together with other staff, successfully take forward the school's focus on achievement for the benefit of all pupils. A clear sense of commonality of purpose, with distributed and effective leadership, is very tangible throughout the school. There is a very palpable sense of exemplary teamwork.
- The executive headteacher and associate headteacher are highly regarded by pupils, staff, parents and governors for their approachability, commitment, professionalism, and clarity of vision. Their professionalism and approach are valued by staff and have played a key role in securing the school's outstanding status over several inspections.
- The senior leadership team articulate very clear and shared expectations and provide clear guidance and feedback to all staff, for example, following lesson observations or data scrutiny after assessment week. This promotes and reinforces the school's commitment to raising standards for all very effectively.
- The deputy headteacher/inclusion manager is highly effective at ensuring that all staff identify, support and evaluate the particular needs and outcomes of all pupils. As a result, pupils make outstanding progress overall.
- There is an openness and transparency about the way the school works that is valued by senior leaders and staff. This is also shared by pupils, who can literally see each other due to the nature of the building. Pupils are valued and trusted from the age of three. This combination makes a very significant contribution to the family feel that the school has.
- The school recruits staff very carefully to ensure that its values and ways of working are shared by new members. As a result of this organic approach, the school's motto of "Together we're more" and its curriculum model based on "The world is my classroom" are promoted highly successfully within Brindishe Lee and across the federation and partnership.

- Governors have an excellent understanding of the school's priorities and have played a key strategic role in the school's continuing outstanding status through highly effective, innovative ways of working. For example, the governing body uses time-limited and flexible membership working parties instead of committees to carry out its work. This enables the leadership teams to be agile and very responsive, and able to draw upon a wide range of expertise and strength as and when it is needed.
- The Brindishe Schools' Federation and its partnership with Lee Manor Primary School provide staff with valuable leadership and management opportunities across all three schools, for example, through mentoring, moderation of standards and joint training.

Areas for development:-

- There are no significant areas for development.

Element 4 - Staffing System & Organisation

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, teacher new to the school, teaching assistants, governors and parents/carers.

Strengths:-

- The staff's commitment to the school's values and motto (Together we're more) is clearly demonstrated in lessons and through exemplary teamwork. Their positivity and pride in the school is admirable and touching. Comments included, "Everyone contributes to school development" and "Everything we do is in the best interest of the child."
- Staff work closely together within a culture of mutual respect and trust. They really appreciate the development opportunities they are given by working across the federation and partnership schools. This not only helps with career development, but also promotes a commonality of approach across the three schools. Comments included, "We feel valued because our views are always considered", "We work collaboratively. After moderation across the three schools we came away fizzing with ideas" and "We are always included in everything."
- Relationships between all staff are supportive, purposeful and friendly. Comments included, "There is a close partnership between teachers and teaching assistants", "We are good at working alongside each other", "There are no boundaries or barriers between staff. Things are very fluid", "We feel lucky and privileged to work here", "Value is placed on what TAs do", "Our thoughts and opinions are noted and valued", "Support comes from the bottom up and top down", "Working here is familiar....like a family unit....not always serious" and "If we could bottle it (i.e. what we do) and sell it, we'd make a lot of money."
- Performance management is very well embedded across the school and staff have benefited from a wide range of training courses, for example, planning and learning environments, talk for writing, health/safety/safeguarding, target setting, provision mapping and planning personalised learning.

Areas for development:-

- There are no significant areas for development.

Element 5 - The Learning Environment

Evidence: Tour of the school and visits to classrooms.

Strengths:-

- The learning environment inside and outside the school is of excellent quality. Attractive and colourful displays, for example, on the butterfly life cycle, back to our roots project, landscapes inspired by Paul Klee, children's rights - then and now, persuasive writing about Lee Green, the Romans - diary entries, Aztec calculators, the Cottingley fairies, art work inspired by Andy Goldsworthy, dragon boat racing, living things - puppets and the UN rights of the child, promote learning as well as the school's values effectively in classrooms and around the school.
- Displays of pupils' work as well as of certificates and trophies they have been awarded celebrate pupils' efforts and reinforce the idea that all their achievements are valued by the school.
- The outside area is beautiful, stimulating and safe. It includes an all weather pitch for ball games, a garden area with raised beds, a grassed area including a mound, a climbing wall, an attractive inner courtyard and a Forest School for outdoor learning. The Nursery also includes exciting outdoor climbing equipment. These promote both academic and social learning and physical development very successfully.
- Space in the school is used very well, with all areas and designated spaces utilised effectively to support pupils' learning, particularly those with additional needs. Although internal space is not generous, its use is maximised for learning. The school also benefits from having designated rooms for cooking and dance.
- The school is very well maintained and is kept spotlessly clean and tidy, both inside and out, which makes an effective contribution to the overall high quality of the learning environment. It is particularly impressive to see how calmly and effectively learning takes place within the open plan environment.

Areas for development:-

- There are no significant areas for development.

Element 6 - Teaching & Learning

Evidence: Classroom visits, assessment data, RAISEonline, interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, teacher new to the school, teaching assistants, governors and parents/carers, and displays.

Strengths:-

- Teaching is regularly monitored by the Associate Headteacher and her senior staff and also through peer observations. The collective expertise and experience of the senior team is impressive. There is a very real sense of wanting the best for all pupils through high quality teaching and it is this shared understanding by all staff that is at the heart of making the monitoring process, whether formal or informal, an ongoing part of school life. As a result, most teaching is outstanding in quality.
- There is an exemplary level of trust between staff which promotes an open approach to learning from each other. Staff also really appreciate the fact that their particular strengths and talents are valued, used and developed. Good practice is thus shared within Brindishe Lee and across the partnership schools with an openness and enthusiasm that exemplifies the staff's high level of commitment to the school's values.
- Brindishe Lee's values and motto are promoted well in lessons as evidenced by pupils' very positive attitudes to learning. They concentrate well and their behaviour is excellent. For example, Year 2 pupils were very keen to explain where they had visited in terms of whether the place was a town or city, whether it was by the seaside or in the countryside, or if was a combination of these characteristics. The teacher ensured that all pupils could make a contribution to the discussion and to the resulting chart. Pupils were engaged and well focused in the lesson, respected each other's contributions and had a good understanding of the possible combinations open to them.
- Teachers and teaching assistants have high expectations of all pupils. Progress is rigorously monitored through termly progress meetings, in order to ensure that pupils are on track to achieve their targets. Relevant action is taken where underachievement is identified. Teaching assistants also attend the progress meetings and play a valuable role in supporting pupils who require additional help. The working relationships between teachers and teaching assistants are genuine partnerships where mutual respect and a complete absence of an "us and them" approach promote high quality teaching and learning very successfully.
- The school uses innovative projects such as "Back to our Roots" very effectively to energise and engage pupils and the wider school community. This particular project celebrates pupils' heritage through collecting family recipes (which will be published in a cookbook) and also by actually growing the vegetables relating to the recipes where possible. The project has generated a great deal of enthusiasm from pupils and parents. As a result of projects such as this, pupils of all abilities make outstanding progress as they benefit from the school's rich, creative and engaging curriculum.

- An impressive range of educational visits, for example, to the British Museum, Horniman Museum, Royal Artillery Museum, National Gallery, Laban Centre and the Isle of Wight help to broaden the curriculum. Visitors to the school, including members of the Royal Philharmonic Orchestra, the police, fire brigade, dentist and nurse, enhance pupils' learning effectively.

Areas for development:-

- The school may wish to consider whether its already outstanding teaching can be even further developed to address the suggested areas for development in Element 1.
- The school may wish to consider the impact of losing the Nursery in September 2013 in order to accommodate a bulge Reception class, particularly in relation to transition to Reception classes in the future.

Element 7 - Resources & ICT

Evidence: Tour of school, visits to classrooms and displays.

Strengths:-

- The school is very well resourced. Resources are fit for purpose and are used effectively by all staff. Pupils are trusted with resources and handle this privilege very sensibly by treating them with respect.
- Provision for ICT is good. For example, computers, laptops, iPads, interactive whiteboards and a managed learning environment (Fronter) are used effectively to support pupils' learning across the curriculum in school and at home.
- Pupils with special and additional educational needs are very well supported through resources and specialist equipment such as ICT programs to develop their language skills. In addition, the accommodation is used flexibly and effectively to support particular needs, for example, in relation to small group work.
- The managed learning environment (Fronter) offers valuable learning opportunities for pupils, both in school and at home. Parents also have access to helpful school information through Fronter as well as through the user friendly school website which can be easily accessed in all home languages.
- The school building is used very well as a resource despite the limitations of indoor space. Every available area is used effectively to support and promote learning, particularly in relation to pupils' additional needs. As such, the school's open plan design is used creatively to great effect by staff and pupils.
- The outside area, already described in the learning environment section above, is used very effectively to promote both academic and social learning.

Areas for development:-

- There are no significant areas for development.

Element 8 - Parents & Carers

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, teacher new to the school, teaching assistants, governors and parents.

Strengths:-

- Parents/carers are very positive about the school and really appreciate the friendliness and accessibility of the associate headteacher, deputy headteacher and staff. They feel that the school is like an extension of the home and that when their children go to school they are going to another family. Comments from parents included, “Teachers have the best interest of children at heart”, “My child is in good hands”, “My child is wonderfully settled”, “Children want to come to school”, “Teachers know all the children”, “Teachers always explain why”, “The school has a family feel”, “It just doesn’t matter where you come from”, “Whenever you want to have a word, the teachers are there”, “Staff will listen”, “If you face any problems you can openly discuss it with the teacher. You don’t have to wait until parents’ evening”, “There is no compromise on standards. Children’s behaviour is excellent”, “Since moving to the school my child smiles all the time and is keen to come to school” (This was not the case in his previous school where he felt intimidated.), “The policy on bullying is in the context of what the school does and why, which is set in a positive framework”, “Children look after each other and have a sense of community”, “Children are groomed to be well behaved”, “Older children model good behaviour”, “Older children team up with younger ones”, “Children learn how to take care of the young ones”, and “There’s a certain Brindishe magic that works.”
- Parents believe that the school’s communication with them is excellent. They receive text messages, emails and newsletters and find it easy to talk to staff in the playground at the start or end of the school day if needed. They also have access to useful school information through the managed learning environment (Fronter) and the school website. Above all, they value the approachability of staff and the support given to their children and to themselves by the school.
- Parents feel very involved with pupils’ learning and with the life of the school. They are invited to support pupils as volunteers, to help with school trips, be part of mid-year reviews and to attend workshops and assemblies. They are also consulted about school issues via newsletters and the school website.
- Parents are made very welcome by the school. For example, they really appreciate their access to staff, particularly at the start and end of the school day. One commented, “We are greeted with a smile. We feel happy.” Parents also appreciate the fact that the school draws on their cultural backgrounds and specialisms and say this makes them feel valued. One parent was particularly grateful for the help she got from the school to access specialist support for her child. There is clearly a warm and genuine partnership with parents at Brindishe Lee.

Areas for development:-

- Some parents said they would like more opportunities to see how their children are progressing so that they can better support them at home. One suggestion was for children to be given homework more regularly, particularly in Year 5 and Year 6. The school may wish to consider how best to take this forward.

Element 9 - Governors, External Partners & Local Authority

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, teacher new to the school, teaching assistants, governors, parents and school nurse.

Strengths:-

- The work of the governing body is outstanding. Governors are very actively involved in the school and know it extremely well. They strongly believe that “the best is the norm for every child” and are particularly proud that at its core, the school does what its best for the whole child. Inclusion is seen as integral to everything and “no stone is left unturned for every child.” This aspirational, child-focused approach by governors is highly successful and also applies across the federation with Brindishe Green (which has a joint governing body with Brindishe Lee) and the partnership with Lee Manor.
- Governors work together as a team with staff very successfully and rightly place pupils at the centre of what they do. They believe that, “Every child is our child” and work to that end. They are also very clear about the overriding purpose of the governing body: “We are here for the children.” Other comments included, “No one is an outsider here”, “Individuals are allowed to flourish”, “We look at opportunities for all voices to be heard”, “Needs are addressed as part of the norm”, and “As a governing body we don’t rest on our laurels.”
- Governors work in a task-focused, organic and non-hierarchical way, using working parties and not committees to carry out their duties as a governing body. This innovative approach has been particularly successful, for example, in relation to Brindishe Lee’s outstanding school status over several inspections, the fact that both federation schools are outstanding and that its partner school is rapidly moving towards achieving this judgment.
- Governors are very clear about the school’s priorities and remain highly ambitious for the school to maintain its outstanding status and for the federation and partnership to continue to thrive. Partnership working with the executive headteacher and associate headteacher and staff at all levels is excellent. There is clearly a high level of trust and mutual respect and appreciation between governors and staff, but within a context where challenge and openness are seen as key elements of the relationship.
- Through governing body meetings, working groups, learning walks with the senior leadership team, and attendance at events and school trips, governors have an excellent understanding of the school’s work.
- Governors have undergone a helpful range of training, including data protection, health & safety and safer recruitment.
- The school has excellent relationships with outside agencies. All the agencies feel valued and believe the school’s practice is exemplary: communication is very good, they

feel part of the school team, the school always follows up on issues and returns calls, teachers are supportive and get actively involved, teachers know them and say hello, and the school is always welcoming. Above all, the agencies value the school's inclusive ethos.

Areas for development:-

- There are no significant areas for development.

Element 10 - The Community

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, teacher new to the school, teaching assistants, governors and parents.

Strengths:-

- Developing and celebrating a sense of community is at the heart of what Brindishe Lee does, as is evident from its school community development plan. It is successful with this endeavour and as a result brings to life its motto, “Together we’re more.”
- Through Brindishe Lee’s federation with Brindishe Green and the federation’s partnership with Lee Manor, pupils have useful opportunities to participate in events such as art, music, drama and sports across the three schools. In addition, staff expertise is shared very effectively through the partnership of schools, for example, in relation to specialist teaching at the highest levels, curriculum development, mentoring, joint training and the moderation of standards.
- Brindishe Lee has built very good links with receiving secondary schools. It is also developing an excellent relationship with a local private school which provides valuable opportunities for gifted and talented pupils.
- The school makes good use local facilities like Manor Park and the church. It also has links with the children’s hospice. These experiences, together with visits, for example, to the mosque, synagogue, gurdwara and the London Buddhist Centre, enhance the curriculum and improve pupils’ knowledge and understanding of the local and wider community.
- Pupils participate in local sports’ tournaments and community events. Volunteers from the local community, who help with reading and gardening, make a valuable contribution to school life.
- A very impressive range of clubs and after school activities including flute & clarinet, cheerleading, green club, handball, zumba, hockey, computer, tag rugby, choir, French, football, tennis, multi sports, cricket, violin, guitar, ukulele, drama and basketball promote pupils’ learning very effectively.

Areas for development:-

- There are no significant areas for development.

Summary

Brindishe Lee is an inspiring, delightful, warm and welcoming school within which outstanding practice is the norm. Its calm, purposeful and stimulating atmosphere is not only a credit to the impressive way the pupils and staff work, but also shows how the school's open plan design is used extremely effectively to promote high quality academic and social learning. The school has enjoyed high standards for many years but does not rest on its laurels. It shares its exemplary practice through a very successful federation with Brindishe Green School. As a result, both schools are outstanding. The federation is also in partnership with Lee Manor School. As such, the federation's motto of "Together we're more" can be seen to be lived out in practice and is commendable.

The school's values and approach to learning are driven by the inspirational, innovative, enabling and highly effective leadership of the executive headteacher and her senior team. Their belief that all pupils deserve the best and will achieve is unshakeable and is at the root of the school's ability to remove barriers to learning within a spirit of trust and high expectations for all. As a result, the school's values permeate its practice and are shared by the school community.

Pupils' behaviour is outstanding. They are polite, courteous, articulate and confident and are also very enthusiastic about their learning. Pupils are very proud of their school and say they enjoy being challenged in lessons. Comments included, "Teachers help you to improve on what you've done", "When they teach you new things teachers make it exciting", "Lots of hard work pays off in the end. We also do fun stuff", "Teachers make learning a challenge, but fun", "Teachers are enthusiastic and surprising. You never know what's going to come around the corner. It's awesome", "Teachers are trustworthy. You can tell them anything", "Teachers trust you to act responsibly" and "Teachers will do whatever they can to make you better...to push you."

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The staff's commitment to the school's values and motto (Together we're more) is clearly demonstrated in lessons and through exemplary teamwork. Their positivity and pride in the school is admirable and touching. Comments included, "Everyone contributes to school development" and "Everything we do is in the best interest of the child."

Staff work closely together within a culture of mutual respect and trust. They really appreciate the development opportunities they are given by working across the federation and partnership schools. This not only helps with career development, but also promotes a commonality of approach across the three schools. Comments included, "We feel valued because our views are always considered", "We work collaboratively. After moderation across the three schools we came away fizzing with ideas" and "We are always included in everything."

Relationships between all staff are supportive, purposeful and friendly. Comments included, "There is a close partnership between teachers and teaching assistants", "We are good at working

alongside each other”, “There are no boundaries or barriers between staff. Things are very fluid”, “We feel lucky and privileged to work here”, “Value is placed on what TAs do”, “Our thoughts and opinions are noted and valued”, “Support comes from the bottom up and top down”, “Working here is familiar....like a family unit....not always serious” and “If we could bottle it (i.e. what we do) and sell it, we’d make a lot of money.”

Parents/carers are very positive about the school and really appreciate the friendliness and accessibility of the associate headteacher, deputy headteacher and staff. They feel that the school is like an extension of the home and that when their children go to school they are going to another family. Comments from parents included, “Teachers have the best interest of children at heart”, “My child is in good hands”, “My child is wonderfully settled”, “Children want to come to school”, “Teachers know all the children”, “Teachers always explain why”, “The school has a family feel”, “It just doesn’t matter where you come from”, “Whenever you want to have a word, the teachers are there”, “Staff will listen”, “If you face any problems you can openly discuss it with the teacher. You don’t have to wait until parents’ evening”, “There is no compromise on standards. Children’s behaviour is excellent”, “Since moving to the school my child smiles all the time and is keen to come to school” (This was not the case in his previous school where he felt intimidated), “The policy on bullying is in the context of what the school does and why, which is set in a positive framework”, “Children look after each other and have a sense of community”, “Children are groomed to be well behaved”, “Older children model good behaviour”, “Older children team up with younger ones”, “Children learn how to take care of the young ones”, and “There’s a certain Brindishe magic that works.”

Assessor: Barry Gilhooly

Date: 27th June 2013