



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BRINDISHE LEE SCHOOL

Name of School:	Brindishe Lee School
Headteacher/Principal:	Maxine Sebire
Hub:	South East London Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	28/02/2022
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	20/03/2019
Grade at last Ofsted inspection:	01/11/2011
Date of last Ofsted inspection:	Outstanding

1. Context and character of the school

Brindishe Lee is a single form primary school of 228 children within the Brindishe Federation of three schools. The school's open-plan design is a key feature and informs the ethos and organisation which promotes a calm, collaborative, and productive learning atmosphere. Brindishe Lee School serves a diverse community of learners. The systems, structures, and staff are constantly evolving to meet the needs of the vibrant and supportive community.

Brindishe Lee is located within the borough of Lewisham, London. The school serves a socially and economically diverse area and its reputation is high within the local community. The school is often a family's first choice and is oversubscribed year on year. The school has over 31 different ethnic groups; 44% of pupils have English as an additional language. 12% of children come from disadvantaged backgrounds, which is lower than the national average (21%). Pupils with special educational needs and/or disabilities (SEND) is at 13%, including 11 pupils with education, health and care plans (EHCPs).

As a result of the school's respectful and inclusive culture, and the ambitious and inspiring curriculum, pupils are well prepared for the next stage of their education. A focus on wellbeing encourages pupils to be healthy, active citizens who can collaborate, respect others and recognise responsibilities in the community.

2.1 Leadership at all levels - What went well

- Leaders have fully addressed their EBIs from the last visit. They have sustained consistently high standards of teaching and learning during leadership changes and through the challenges of the pandemic.
- The executive headteacher and head of school have maintained a strong, cohesive, and dynamic leadership team, which has demonstrated an aspirational vision to raise standards by enriching the lives of all the pupils. Alongside this relentless drive and high expectations, leaders have maintained an inclusive culture. Communication is a strength and results in staff, parents and pupils being clear about what is expected of them, leading to the consistent application of the school values.
- All staff have clearly defined roles and are given both the autonomy and support to lead areas. This results in positive improvements in learning, such as the significant progress made by pupils in Reception who have received interventions that have been facilitated by the English as an additional language (EAL) leader.
- Confident and secure self-evaluation informs a coherent school development plan, which focuses on the needs of all learners. The school's curriculum intent and vision underpin the key priorities of the plan, ensuring that emerging themes

and issues are tackled in an appropriate manner.

- Continuing professional development (CPD) is a clear priority for the school. Weekly sessions have provided opportunities to build teachers' subject and pedagogical knowledge consistently over time. A positive example of this has seen the introduction of a system to promote the key features of scientific enquiry within lessons.
- Leaders are outward looking, regularly meeting with colleagues from other settings within their federation to share best practice. Teachers have recently worked with colleagues from their partners schools to develop a progressive PE curriculum which provides clear assessment guidance for staff.
- Leaders have promoted a strong reading culture and developed new resources to encourage reading at home. This has led to a continued rise in reading standards, which supports pupils in gaining knowledge to access the wider curriculum.
- Middle leaders have implemented a high-quality curriculum, which ensures a logical progression of skills for all learners. The introduction of a consistent format for recording learning walks has provided subject leaders with a tool to feed back examples of best practice to staff. The positive impact of this support was highlighted by a teacher who stated, 'our school is such a lovely community to be part of. We all support and learn from each other.'
- Pupils are given regular opportunities to develop their understanding of British values through all areas of school life. This allows them to celebrate the school's inclusivity and has led to the development of an increasingly diverse curriculum. Thoughtful questioning in lessons, such as 'can you describe people in the community who are special to you', provide examples of how learning responds to the multicultural makeup of the school community.
- Governors are proud of all aspects of the school. They rightly celebrate the school's inclusivity, its focus on emotional well-being and provision of a variety of enrichment activities. Governors also have a comprehensive overview of the support that the school has provided to disadvantaged pupils. Their challenge has supported the school in developing its monitoring of key groups of pupils.

2.2 Leadership at all levels - Even better if...

... leaders continued to facilitate regular opportunities for both staff and pupils to share their expertise across the federation.

3.1 Quality of provision and outcomes - What went well

- Staff have fully addressed their EBIs from the last visit. They now effectively track the achievement of all pupil groups to ensure a high quality of teaching and learning is sustained. Leaders have also provided closer tracking of foundation

subjects to ensure that curriculum coverage is effective, allowing pupils to build on their previous experiences and equipping them for their next steps.

- All staff at Brindishe Lee demonstrate a shared vision to pursue the best outcomes for all pupils. One pupil showed the impact of this inclusive ethos by saying, 'at our school I love that all children are valued equally, so we can speak and share ideas.' Mutual respect and trust at all levels create a climate of positivity and ambition, where all are encouraged to try their best in a range of curriculum areas. This culture promotes an enjoyment of challenge, demonstrated by a Year 6 pupil who stated, 'if we are committed to school we will do well in our future.' Another pupil supported this positivity saying, 'We appreciate the help we get from our teachers and all the resources they share with us.'
- Teachers' subject knowledge is a strength and allows them to identify pupils' misconceptions and next steps. This was clearly demonstrated in a Year 4 science lesson where pupils' thinking skills were further challenged through the development of a dichotomous to classify mammals. The impact of teachers' subject knowledge was also shown in a Year 3 session where pupils were supported to develop the quality of under arm throws in preparation for a game of cricket.
- On a regular basis, pupils are provided with a wealth of experiences that encourage them to respect their school's values and to become thoughtful, kind, and curious citizens in society. For example, older pupils have considered the impact of the pandemic on the older members of their community.
- Increasingly pupils are provided with opportunities to reinforce their knowledge and skills by applying them across the curriculum. For example, opportunities were taken in a Year 5 computing lesson to reinforce pupils' use of verbs when describing the use of coding software.
- Pupils are provided with opportunities to read widely and often to develop their fluency and comprehension skills. The ongoing focus on the development of vocabulary provides pupils with the tools to articulate their reading progress accurately and to discuss their next steps for learning. Pupils' enjoyment of reading was demonstrated by a Year 4 boy who stated, 'reading makes me relaxed and calm.'
- The clear focus on pastoral needs, and supporting all aspects of pupils' emotional development, are evident in all aspects of the school's work. Focus on this area, has enabled pupils to grow confidence within themselves and in relation to their peers and teachers. It has created a positive learning culture where pupils are actively engaged and willing to express their ideas. This was demonstrated by a Year 2 pupil who proudly stated, 'when you're feeling down in the dumps you can use your affirmation station.' This helps to reinforce the positive and respectful culture of the school, where positive behaviour and conduct are the norm. The success of the school's pastoral approach, as evidenced by the rolling out of a comprehensive mental health programme, is recognised by parents who state, 'the school continues to work relentlessly to make learning fun and enjoyable whilst making the pupils feel safe and secure.'

3.2 Quality of provision and outcomes - Even better if...

... staff continued to monitor the impact of the teaching strategies that they have adopted during the last 18 months.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- School leaders promote a clear vision that 'Brindishe Lee is here to meet the needs of all pupils regardless of their ability.' This ensures that all groups of learners are regularly provided with high quality learning opportunities. The positive impact of this has been demonstrated during the last 18 months by the school's robust strategy of implementing a bespoke curriculum offer for those pupils whose learning has been adversely affected by the pandemic.
- Provision for pupils with SEND is strong because leaders have empowered staff to know pupils as individuals and tailor provision accordingly. Clear expectations that all pupils are exposed to aspirational learning has enabled those with additional needs to make rapid progress, as evidenced by piece of Year 3 writing which stated, 'I hope to be a strong citizen in the future who can support others to be a buddy rather than a bully.'
- Staff know their pupils and families exceptionally well which allows them to successfully cater for the different needs of all pupils. The early identification of pupils with additional needs, combined with a regular process for reviewing and evaluating provision, has enabled this group to continue to make positive progress in all areas.
- Teachers are clearly focused on learning barriers that exist for some pupils and are confident to focus on key objectives to address these. A particularly positive intervention has been the introduction of the Nest, a multifunction sensory room. The success of this area has sustained pupils' enthusiasm for learning and supported their progress.
- Regular enrichment opportunities, such as attendance at the Lewisham Live Dance festival, are provided for disadvantaged learners and those with additional needs. Pupils' engagement with these opportunities is closely tracked by staff and provision is amended as necessary.
- The provision of the Aspirations project, where workers from a range of professions talk to disadvantaged learners, prepares pupils for the next stage of their education. The strong impact of this work is evidenced in pupil comments such as 'we all have the opportunities to choose what we want to become when

we are older' and 'I am capable of being an activist, zoologist or statistician. All of these jobs will let me buy a large flat with a balcony!'

- One parent could not speak highly enough of the school's approach, 'Thank you for all of your advice and support, it makes a world of difference.' Many parents praise the school on its focus in the emotional development of its more vulnerable learners, which has enabled pupils to grow confidence within themselves and in relation to their peers and teachers.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ... staff continued to ensure that pathways for more vulnerable groups, such as support with vocabulary and regular interventions, were sustained to further close the gaps between disadvantaged pupils and their peers.

5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Continue to work with other schools in their hub to share best practice.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.



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Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.