



Inclusion Quality Mark (UK) Ltd

20th February 2017

Dame Vicki Paterson - Executive Head
Ms Lisa Morris - Headteacher
Brindishe Lee Community Primary School
Wantage Road
Lee Green
London
SE12 8NA

Assessment Date: Monday 6th February 2017

Summary

Brindishe Lee Primary School exudes positivity and enthusiasm. Children demonstrate respect for themselves and for each other, there is a calm, purposeful and reflective air. For a vibrant and busy open plan school, which maximises the use of all available areas, the atmosphere is calm, settled, focussed and productive. When visiting the lovely, stimulating classrooms and the shared areas you hardly notice other children and adults working around the school. Adults and children go about their business in harmony.

As a member of staff commented, 'Education at Brindishe is all about complete inclusion with personalised learning as an integral part of all children's experiences'.

The school has received a glowing report from Challenge Partners. The Quality Assurance Review 2016 found 'indicators that Brindishe Lee appears to be firmly within the outstanding grade as judged by Ofsted in the school's previous Ofsted report of October 2011.'

Brindishe Lee is a broadly average-sized primary school and currently has 272 pupils on roll. It is largely one-form entry, but currently has two bulge classes – one in Year 3 and one in Year 6. Boys outnumber girls considerably (girls 44.1%).

The proportion of disadvantaged pupils is close to the average (0.19% compared with 0.21%), although the deprivation indicator is higher than in the majority of schools. The outdoor learning facilities are exceptional with plans for a mindfulness garden underway.

Diversity is celebrated at every opportunity. Through lessons, special themed weeks and community events, children have a deep sense of who they are, where they belong and how this all fits in the wider community. When children were asked, what makes their school special one young person commented *'I love the Diversity days, everything is different and that's a good thing!'*

This celebration of difference comes from the very top. 'Diversity and difference are welcomed and used to the advantage of all. Diversity brings with it a different strength, a different way of looking at things, it strengthens and tops up our resources and gives us something extra, something to be proud of'.

Staff in all three schools are given opportunities to enhance Continued Professional Development through dedicated training sessions across the three schools as well as opportunities to work with other partners in the community. Brindishe Lee is part of the tri school federation with Brindishe Green and Brindishe Manor. The federation is viewed by staff and Governors as an invaluable asset. The benefits afforded include a high level of professional development opportunities for all staff across the partnership. The federation also enables staff to lead professional development sessions for each other. This sharing of expertise is an integral feature of the 'Brindishe experience' as described by senior staff. Training offered this year include developing knowledge of Dyslexia and ways to support children. Many staff spoke about the market place / pop up stalls. 'As leaders into learners we learn from each other'.

Children at Brindishe are extremely proud of their school. Key themes of community, sharing and helping others come out in every discussion. When asked what they were proud about in their school, children spoke with a high level of maturity and insight. Comments from pupils included *'I am proud of the opportunities at Brindishe, they are spread out to different people, not always the same people'*. *The buddy coordinators, 'it is nice to see all the older children look after the younger ones', 'I enjoyed the Shakespeare school festival. I would like other people to have a go'*.

When asked how they could make Brindishe school even better they suggested additional football teams and more joint working sessions with the other year 6 class at Brindishe *'it would be quite nice getting to know the other class more, like the egg challenge'*.

Brindishe is the school of choice for parents in the local area. Parents of children with Special needs and Disabilities often choose the school following community word of mouth. There is relatively low mobility in the school, with families that have to move travelling a long distance to keep their place at Brindishe. Parents say they do this because they wouldn't find the support anywhere else.

One parent said *'this school is really amazing. My child's progress since joining here has been amazing. Staff give extra time, extra support, they take time for us and all without extra funding'*. The parent group spoken to on the day were unanimous in commending the Inclusion Manager and her team for all their support, and said that they have helped them every step of the way. *'I couldn't have made it without Kathy's support'*.

Parents felt that their children's needs were identified by staff early on, sometimes on entry to the school. They had nothing but positive experiences since joining the school. Even when things were difficult in the early stages, all staff were amazing and have accommodated their children's individual needs.



IQM Self-Evaluation Report



I would like to thank Headteacher Lisa Morris, IQM Coordinator and Inclusion Manager Kathy Salmon, staff, pupils and Governors at Brindishe Lee for a very inclusive and enjoyable day.

I would also like to thank the parents who gave up their time and shared their individual stories with me.

I am of the opinion that Brindishe Lee Primary School meets the standard required by Inclusion Quality Mark, and in recognition of the considerable amount of outward thinking I would like to recommend that they should consider further accreditation as an IQM Centre of Excellence.

Assessor: Mrs Sandra Sefer Bed (Hons) SpLD

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

School context description: Raise-online, Ofsted Data Dashboard, performance tables etc.

- A high proportion of pupils are from a range of ethnic minority groups (57.9%) and speak English as an additional language (34.7%). The largest single group is those of White British heritage (42.1%).
- The proportion of pupils identified with special educational needs and/or disabilities supported by the school is above average 16.2% compared with the national average 12.1%, with 1% of pupils with statements or EHC plans.
- There are currently 4 LAC and 3 post LAC.
- Attendance is very good. Persistent absence 1.2% (national average 2.7%). The number of children eligible for free school meals is low at 14.3% (national average 25.2%).
- The school is part of a federation with Brindishe Manor and Brindishe Green.
- According to Raise online the average score for children with SEND at the end of KS2 reading test 2016 was 104.3 with the national average at 102.6. In GPS it was 104.8 with the national at 104.0 and maths 101.5 with the national at 103.0.
- 83% of children with SEND achieved the expected standard in writing at KS2 (national 74%). 33% were at Greater Depth (15% national).
- 67% achieved the expected standard in reading, writing and maths (national average 53%).
- In KS1 78% of children with SEND achieved the expected standard in maths (national average 73%), 89% in reading (national 74%) and writing 67% (national 65%).

Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- Inclusion runs through all aspects of life in Brindishe Lee School. There is a sense of ownership which pervades staff comments 'The great thing is that people love to talk about their school and what they are doing. Here everybody feels valued by the school. All have a part to play. Everybody's different needs are recognised. The whole continuum of needs are recognised here'.
- Staff highlight the impact of a value based approach to education. 'Our values are the Brindishe values which inform what we do, how we develop aspects of mental health and how we are responsive to the needs of our children'.
- There is great breadth to inclusion in this school. Inclusion does not have a narrow focus, but is very wide. Staff describe their shared vision as '*something that grows and changes all the time, it is worked on and changed*'.
- The school's approach to Mindfulness, well-being and mental health is a strength of this school. Staff have developed their approach and personalised it to suit the children's needs. During the assessment day, I saw children spending a few minutes to create a positive start to their day with mindfulness colouring activities. Several children had also self-regulated their emotions and were choosing to take a walk to calm down before returning straight to work afterwards.
- Staffing is deployed flexibly to support children. At different times throughout the day children will work in different areas of the school, with a range of adults but also their peers. The Brindishe values are central to this approach; staff believe strongly that wherever possible children should not be ability grouped for lessons. Children should also have opportunities to work with other age groups as cross age learning is important to the school.
- Spirals of enquiry are used by adults and children alike. They help to identify a child's gaps, encourage their self-reflection and goal setting. This tool has great impact on developing more able mathematicians. Children plan lessons to teach other children. Self-assessment is built in with children deciding themselves where they want to take their learning. Teachers say that this makes a great difference.
- Staff feel included. A member of staff described this feeling as 'What makes Brindishe work – we have open friendly staff who make you feel welcome. Here we make friends and colleagues as well which is really nice'.

Areas for development:-

- To continue to provide the same high quality support for pupils, parents and staff.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The school deploys the budget for maximum impact. They have access to a range of professionals. Parents recognise this, *'When I have ideas about ways to help my child in school, it turns out they are already doing it! All the things I ask for - it's amazing! I see such a very big difference and very quickly'* Another parent said *'the school consults professionals and if they say they are going to do something, they will do it quickly'*.
- Parents like the extra curriculum choices on offer which enable their children to try new things. *'My child is more confident, happy and loves coming to school, this school is welcoming for all. We love the after-school opportunities - Gymnastics, hockey, football, guitar, music lessons and tennis.'*
- The outdoor learning environment is vibrant and stimulating. Opportunities for children include planting in the school growing beds and taking part in the Forest school. The Reception class play areas constantly change in response to the physical needs of the children and the role play areas are very creative. I ate lunch with two children dressed in NASA silver jump suits!
- All space is maximised. An outdoor courtyard is due to be transformed into a mindfulness garden jointly being planned by the children.
- ICT is used to good effect throughout the school, from shared computer areas to iPads in each classroom. The use of google translate by the teacher during a Math lesson really supported a child new to the country, she was able to access the vocabulary used almost immediately.
- Teaching is reflective at Brindishe Lee, staff are thoughtful about their subject matter as well as delivery, which ensures maximum progress for the children.
- Children's ideas are integral to the lessons. During the assessment, a child's suggestion led to the teacher changing their lesson. Children here are equal partners, with staff having the freedom to respond positively with comments such as 'that's a good suggestion' supported by the rest of the class who also respond positively.

Areas for development:-

The school have identified the following:

- Further develop MAMA children as 'leaders in learning'. Link with Science project.
- Extend opportunities for learning beyond the classroom – including training of staff for outdoor learning opportunities and use of Forest School.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Behaviour for learning seen during the assessment day was outstanding. Parents and staff are rightly proud of their children's attitudes and conduct. SER states that children are very familiar with and knowledgeable about their 'Behaviour and good Relationships policy'. A recent review by the Challenge Partners agreed that *'The courteous conduct of pupils, both to adults and each other, is exceptional'*.
- The education that children receive at Brindishe Lee is multi layered. From wider community experiences to home and school experiences, children learn how to respect others and appreciate a wide range of different needs.
- 'There is a wide range of extra-curricular activities that occur before school, during lunch times and after school, including sports, instrumental tuition, dance, choir, debating, glee club, booster classes etc. These are available to all pupils through the use of pupil premium where appropriate (see charging for clubs). No child is ever denied a club on the grounds of cost. (See SER)
- Children confidently share their ideas and express their opinions in class, knowing they will be listened to and their views will be respected and acted upon.
- Pupils were keen to discuss the work they do as the Rights Respecting Team, especially the books and displays they made for the Rights Respecting Articles. 'We know the difference between needs and wants and this helps us'.
- Children receive effective personal support / mentoring available in the form of cross age learning buddies, resilience leaders and staff mentors for all Year 6 pupils. This helps children feel listened to, engage in their learning and be ready for the next transition, be it year to year or primary to secondary.
- During the assessment day, it was wonderful to see highly skilled staff leading a whole class yoga session in the hall. Children were calm and respectful of each other, focussed in the moment. It was important to them that they executed their movements correctly. It made the adults observing want to stay there and join in, relaxation is catching.
- The school website is a valuable source of information for parents wishing to know more about the Brindishe Values of Individual Liberty, The Rule of Law, Mutual Respect, Democracy and Acceptance of Faiths and Beliefs.

Areas for development:-

- To consider Centre of Excellence accreditation and share their creative use of the indoor and outdoor learning environment with others.

Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- Children make excellent progress at Brindishe Lee School. 'The very highest expectations pervade the school. The stunning quality and range of work that fills the environment is testament to the impressive outcomes secured across year groups. The range of learning opportunities is incredibly rich' Challenge Partners Review Report March 2016.
- Staff would like to further develop provision for MAMA children (More and most able). Learning ladders are used, staff are aware of who these children are in their classes and use the spiral of enquiry approach to lead their own learning and lead the learning of others. This will include developing them as 'leaders in learning' and links nicely with the Science project.
- Inspire Maths is a way into mastery, a step above the National curriculum. It is very visual and uses manipulatives. Numicon was seen in good use in Maths lessons.
- Future plans include developing Inspire Maths across the school for all children but especially for lower achieving children. Aiming to promote the value of concrete opportunities to reinforce more abstract concepts.
- Future plans also include developing school 'understanding and ability to support children to 'work at greater depth' and achieve 'mastery' as demonstrated in observations, planned learning and through our 'steps in learning' assessment' SER

Areas for development:-

- Continue to explore ways to support children working at greater depth and mastery.
- Continue to develop Inspire maths across the school for all children and especially for lower achieving children.

Element 5 - Learning and Teaching (monitoring)

Strengths:-

- The school is continuously striving for improvement. 'School improvement is approached from a non-hierarchical system of leadership where leadership is given to those who are an authority as well as those who are in authority. In this way, the talent of staff at all levels is recognised and utilised. All leaders work in teams, which are organic and task focused'. (Challenge Partners Review March 2016)
- Teaching and learning is monitored on a regular basis by senior and middle leaders. Plans are centrally stored for all to access.
- Staff value the training opportunities offered to develop and enhance their practice. 'Everyone is encouraged to be a leader, giving and gaining opportunities for all'.
- There are joint staff meetings where staff from all roles across the school attend together. These have included training on safeguarding, Inspire Maths, phonics and spelling.
- The open plan nature of the school affords daily opportunities for staff to observe each other's practice and try out new methods.
- Feedback is recognised as one of the best ways to improve teaching and learning. Staff monitor the impact of the ways in which they offer feed back to the children and describe their practice as '*continual, we are always thinking about the next steps for the children, where to take the learning and how best to do this*'.
- There is a joined-up approach to initiatives, ensuring that they are effective and value for money. '*Everything interlinks, centres around the school development plan*'.
- Staff are proud of their intervention folder which is an organised, evidence focussed way of recording the interventions across the school in the morning. Staff like the way decisions are made to support pupils as individuals. As one member of staff said '*we don't have a one size fits all approach*'.
- Senior leaders recognise that to have successful teaching and learning for children, it is important to ensure staff well-being. An opportunity arose during 'well-being week' where staff suggestion for a 'lights out week' was taken up by senior leaders. Staff plan accordingly to ensure that they don't feel overburdened.

Areas for development:-

- There are no areas for development recommended.

Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents support their school in a variety of ways. There is an active Friends at Brindishe (FAB) parents support association.
- Parents liked the informal ways that they and their children are supported. 'Boundaries are firm and children are taught how to behave in school and towards others. My child is a resilience leader and loves helping the younger children'
- Parents welcomed the extra-curricular opportunities offered. They highlighted Science club as a particular favourite of their child. *'Learning here is fun, they do not realise they are learning!'*
- Parents are hugely invested in the school. They could not identify any ways the school could improve and do better.
- Another key support method that was hugely valued by the parents is the buddy system, this really makes a difference. Through this and the resilience training, children develop their empathy.
- Monday is 'open door' day, however should parents want to discuss any issues, doors are always open. This helps prevent problems from developing because staff make time to listen to them and any questions can be answered in the early stages.
- Parents appreciate the level of challenge provided to their child. Academically their children also progress well. Parents liked the challenge provided.

Areas for development:-

- Further develop parent's access to the information held at school about their child's medical, learning needs etc. through the Parent Portal.

Element 7- Governing Body and Management: - External Accountability/Support

Strengths:-

- Governors and Headteachers across the three Brindishe schools describe their shared philosophy as 'providing outstanding teaching and provision for children'.
- The three Headteachers from Brindishe schools agreed wholeheartedly that communication is one of the key factors for success. Communication is very strong throughout their schools at all levels. There is a shared inclusive ethos underpinning everything that is at the heart of everything they do.
- At Brindishe, each school has its own character and unique layout however the ethos, purpose and relentless drive for high standards across the three schools is shared.
- The Chair of the Governing Body recognises inclusion as a strength of school leaders and describes their approach to inclusion as providing personalisation for individual children, effective staff knowledge and experience with excellent leadership from the Executive Head. Her strong leadership in managing and facilitating change is powerful, not hierarchical but valuing of all.
- Brindishe Lee School works collaboratively to support the early identification of additional or special needs and put in place appropriate provision to meet the needs of all children. These include: Speech and Language Therapist, Educational Psychologist, Specific Learning Difficulties Team, Drumbeat Outreach service (ASD) and New Woodlands Outreach Service, Targeted Family Support, Occupational Therapists, CAMHS, Children's Social Care, School Nursing Service, Attendance and Welfare, Sensory Team, Physiotherapists and the Community Paediatric Team.
- One of the strengths in being a Brindishe School is the unity of the Governing Body. There is one Governing Body across the 3 schools who meet together twice termly. There are no sub committees and every issue is addressed as one body, although smaller teams are used to work on specific topics.

Areas for development:-

- There are no areas of development recommended.

Element 8:- The School in the Community

Strengths:-

- Work in partnership extends into the wider area including John Ball Primary, Trinity Secondary, Eltham College, Blackheath High School, Watergate Drumbeat and Brent Knoll special schools, Lewisham Music Service (Hither Green Festival), Catford Broadway Theatre.
- Community work and the spirit of promoting inclusion was formally recognised by the Challenge Partners in 2016 who praised the school as 'an outward-facing school that gives generously of its time and expertise for the benefit of other schools. Staff share their inspirational practice selflessly for the benefit of children in other schools.'
- A programme of events and educational trips / activities ensures that children are provided with a range of educational, spiritual, cultural and social experiences which broaden their outlook on life. These include sporting tournaments, community based educational visits to Manor House Gardens, Oxleas Woods, Manor Park, Lewisham Fire Station, Glass mills swimming pool, Horniman Museum, Greenwich Observatory and Maritime Museum and Dulwich Picture Gallery.
- Children from across the 3 schools have attended the Shine project at Blackheath High School on Saturday mornings for the last 4 years.
- There are opportunities for children to receive mainstream and special support through split placements. This hugely benefits both the children and the staff.
- Volunteers from the local community are involved in the school. On the day of the assessment parent helpers and carers were seen supporting children as part of the Brindishe Lee team.

Areas for development:-

- Continue to build links with Watergate School (for complex needs). Staff would like opportunities to increase sharing of expertise and also possible Skyping.