

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Brindishe Lee Primary School
School Address:	Wantage Road, Lee Green, London SE12 8NA
Hub:	Brindishe Schools Hub

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Unique Reference Number:	100717
Local Authority:	Lewisham
Type of School:	Primary
School Category:	Community
Age range of pupils:	4-11
Number on roll:	262
Executive Head teacher:	Dame Vicki Paterson
Head teacher:	Lisa Morris

Date of last Ofsted inspection:	3-4 October 2011
Grade at last Ofsted inspection:	Outstanding

Date of Quality Assurance Review:	6-8 March 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Outstanding
Outcomes for Pupils is:	Outstanding
Quality of Teaching, Learning and Assessment:	Outstanding
Area of Excellence:	Confirmed and valid for 3 years
Inclusion	
Previously accredited Areas of Excellence:	
Leadership	

Overall Review Evaluation

The Quality Assurance Review found indicators that Brindishe Lee Primary School appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- Brindishe Lee Primary School is an average sized primary school situated in an area of moderate social deprivation in south-east London.
- There are considerably more boys than girls in the school and there are 'bulge' classes in Years 3 and 6. The 'bulge' is set to continue in September when there will then be two Reception classes.
- The proportion of pupils from minority ethnic groups is almost double the national average. The largest group is White British, with almost half of the pupils falling into this category. The proportion of pupils for whom English is an additional language is much higher than the national average.
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is broadly average.
- The pupil population is relatively stable with the majority of pupils joining and leaving at the usual times.
- Brindishe Lee is part of a federation of three primary schools, the others being Brindishe Manor and Brindishe Green.

School Improvement Strategies

What Went Well

- Brindishe Lee Primary School has a unique leadership model that works highly successfully. There is an experienced executive head overseeing the three schools in the federation. Each school has its own headteacher and the federation share a range of deputy and assistant headteachers who are agile, responsive and work across the federation to meet identified needs and achieve key outcomes. Brindishe has a non-hierarchical, task focused leadership model in which staff at all levels, leaders, teachers and teaching assistants (TAs), take responsibility for leading in areas or aspects of school life. As a result, all staff are personally accountable for all they do.
- As part of the leadership culture in the school, there is a great emphasis on 'the team'. Staff take responsibility for curriculum areas but also aspects in which they have an interest or to which they can add value such as diversity and mindfulness. Staff always work with like-minded colleagues from the other two schools. Areas for development are linked to the school development plan in addition to which, leaders write their own action plans, either on their own or in conjunction with other staff. This method has proven very successful, with evident impact in these areas evident.
- Staff have developed the use of 'spirals', a means of assessing the impact of teaching and learning. These are used at all levels to track impact; individual teachers also use them to track the progress of groups of pupils. Pupils themselves can use this method to lead their own learning. This produces a formalised strategy of thinking

about how to improve and links closely to the school's ethos of inclusion. It works very successfully.

- Collaboration is another vital component in the school's leadership style. Leaders monitor their areas of responsibility through various types of continuous monitoring. Quality Marks give an external validation of what is being achieved across the three schools and the impact is gauged through close moderation. The organisation of 'pop-ups' give staff the opportunity to present on areas of interest or development they have found to work effectively. They are keen to share this good practice across the federation and this adds to the sense of unity and teamwork within the schools.
- Much of the work undertaken by staff at all levels is bespoke and applies to all three schools. A specific programme for newly qualified teachers and Schools Direct staff has evolved to support their induction to the school and to help them to adopt the school's values and ethos. There is a similar scheme for recently qualified teachers. These are effective in easing new teachers into the 'Brindishe way', whilst all other teachers and TAs are positively encouraged to develop areas of responsibility from an early stage in their careers through the in-house Growing Leaders programme. This perpetuates the quality of leadership and, ultimately, teaching and learning across the federation.

Even Better If...

... leaders continued to develop the Inspire mathematics initiative to bring achievement in this area in line with the success gained in reading and writing.

... leaders improved documentation to explain their approach to responding to pupils' learning in order to clarify why traditional marking is not always evident in books.

Pupil Outcomes

- The school continued to produce outcomes of the highest order in 2016. In the Early Years Foundation Stage (EYFS), 87% of children achieved a good level of development; this is considerably above the national average. A similar picture occurred in the Year 1 Phonics Screening Check, where the national average was comfortably exceeded; 90% of pupils passed the test.
- At Key Stage 1, the percentage of pupils meeting the expected standard in reading, writing and mathematics was well above the national average, as was the percentage achieving at greater depth in all three areas.
- This high rate of attainment continued in Key Stage 2. Figures for reading, writing, mathematics and spelling, punctuation and grammar were all significantly above the national average. The combined result was 81% against a national average of 53%. Achieving at greater depth was equally impressive, with all figures above the national average, although mathematics was not as strong as reading or the

exceptionally high score in writing. The combined score at the higher level was double the national average. Progress revealed a similar pattern, with mathematics above the national average but trailing reading and writing. Progress in writing places the school in the top 10% of schools nationally.

- Overall, pupils in various groups performed well, with no group creating what could be termed 'weaknesses'. Girls performed slightly better than boys at Key Stage 1 and 2. Disadvantaged pupils achieved above the national average in reading and writing; mirroring attainment across the school, in mathematics their performance was lower.
- The leadership team has identified that mathematics is an area for attention and has taken robust steps to ensure that this subject moves closer to the level achieved in reading and writing. To drive the focus on mathematics and raise outcomes, the school has adopted the Inspire scheme, based on a 'Singapore maths' approach. The impact of this initiative is already being seen across the school.
- In-year data appears strong in most classes. Leaders and class teachers are particularly focusing on raising the achievement of Year 3 and 4, which is below the overall performance of other year groups. Strategies to improve those classes are already embedded. Confident predictions for the current academic year indicate that outcomes will remain high and above the national average. The current Year 6 classes look a particularly strong cohort to continue the academic success of the school.

Quality of teaching, learning and assessment

What Went Well

- Teachers plan exciting learning experiences for the pupils, leading to high levels of engagement and enjoyment in class. Pupils are enthusiastic, curious learners who are eager to expand their knowledge. Little off-task behaviour was observed over the course of the review because teachers manage behaviour effectively. In general, behaviour for learning was excellent.
- There are warm relationships in every classroom. Teachers engender a mutual respect where every pupil is valued and feels safe. They are listened to and their views sought at every opportunity. This adds to the involvement and engagement in lessons and contributes to the school's inclusive ethos. Pupils learn about diversity and equal opportunities, one recognising, 'It's good to be different'. Pupils have the skills and confidence to challenge each other but, equally, they are keen to share their knowledge and support their peers in their learning. They articulate their ideas clearly and apply previous learning effectively; collaboration is embedded across the school. There is a strong sense of pupils leading their own learning. They take an active role in lessons and enjoy this opportunity to extend and challenge themselves.

- The learning environment is highly conducive to learning. Lessons are well-resourced and there is an appropriate variety of equipment that enhances teaching. Teachers have strong subject knowledge which they eagerly impart to aid pupils' understanding. The pace of learning is generally good, ensuring that no time is wasted. Teachers use peer assessment effectively which increases pupils' independence and adds to the climate of support and collaboration in the classroom.
- Teaching assistants (TAs) make a real difference in the classroom. They support learning effectively and skilfully and their contribution is much valued. There is clearly a great deal of collaboration and preparation between teachers and TAs. This makes sure that their time is utilised to the full extent and, more importantly, to ensure that the pupils with whom they are working make maximum progress.
- Classroom routines are well established and pupils move seamlessly around the room, with no disruption to learning. Space is at a premium in classrooms but it is used effectively and purposefully. Transitions in learning are managed well and pupils move swiftly from one area, such as the carpet, to their tables with the minimum of fuss.
- Pupils are well-versed in the school's ethos of mindfulness and well-being. They are quick to help each other and older pupils take roles of responsibility very seriously. There is a genuine air of mutual respect and willingness to support each other, both in the classroom and in the playground. Older pupils act as 'playground buddies' to ensure that no-one is isolated or feels vulnerable.

Even Better If...

... all teachers consistently incorporated and offered more challenge, especially for more able pupils in every lesson.

Quality of Area of Excellence

Inclusion

Why has this area been identified as a strength?

Inclusion at Brindishe Lee is not merely a word to describe a department or related to a leadership role, it is a term to describe the whole ethos of the school. Every pupil is valued and seen as an individual. From entering the school, they are encouraged to develop their own personalities and a culture of personalised learning pervades the school. Particularly note-worthy is the fact that this approach to learning is not just restricted to Brindishe Lee but is a key driver of success throughout the federation. The school operates on a system where everyone works together, no pupil is left behind and they are all supported to be the best they can. No child or group is singled out for special attention and both diversity and individuality are celebrated at every opportunity. Pupils make confident contributions to lessons because they know they will be heard and their views respected. Teachers give many opportunities for them to share their views.

What actions has the school taken to establish expertise in this area?

The culture of the school is that every member of staff has an overall responsibility for the education and well-being of every pupil. Continuous Professional Development (CPD) opportunities in the school, and across the federation, allow teachers to develop strengths as well as learning new strategies to employ to help the pupils. There is a strong commitment to sharing good practice and applying what works well to improve pupils' learning and, ultimately, life chances. In addition to the passionate team of professionals who work in the school, pupils take responsibility for their own learning whenever possible in an atmosphere of respect for the needs of others. Cross-aged learning is a strong feature and the extensive use of 'buddies' enables older pupils to support the learning of others in a multitude of ways. In conjunction with this form of mentoring, there are also groups such as the Rights Respecting Team and the Resilience Leaders who are keen to help others to become better learners and better young people. There are very close links with parents and carers. There are daily opportunities for parents/ carers to discuss their children's learning with their class teachers and the weekly 'open door' session is purposeful in welcoming parents into the school to enjoy and celebrate their child's work. Staff give willingly of their time to ensure that parents remain fully involved and included in the learning and personal development of their children.

There is a culture of inclusion across the whole school at Brindishe Lee, with a host of stakeholders who contribute to this ethos. There is a dedicated member of staff appointed to lead on this area and, whilst she has an oversight of this area, it manifests itself in a whole school approach to educational and personal development.

What evidence is there of the impact on pupils' outcomes?

The recent award of the Inclusion Quality Mark gives a clue as to the excellent practice in this area at Brindishe Lee. There is no question that the inclusive nature of everything that takes place in the school contributes to very high outcomes for all pupils. They all benefit significantly from the approach the school adopts which is particularly relevant to the most vulnerable of pupils. SEND pupils achieve well and were above national expectations for reading and writing and for working at greater depth. Attainment in the combined score was 67% for this group, above the national figure of 53%; in mathematics, it was just below. Disadvantaged pupils performed in a similar pattern, with the combined score comfortably above the national level and mathematics as the weaker area.

Teachers at all levels have utilised a wide range of strategies to promote pupils' mental health and well-being. They have developed a Mindfulness Garden and have included weekly yoga sessions as part of the timetable for all pupils to reduce stress. These examples, plus the close relationships established with parents, equip pupils exceptionally well for transition into secondary school and to prepare them for their lives ahead. In summary, all pupils reap great benefits from the philosophy and culture of the school and its federation. These enable them to achieve extremely well in an atmosphere of support and care.

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

Following discussion with the headteacher, the school would like some additional support with...

- establishing links with other schools that have developed effective systems for evidencing pupils' progress of learning in science.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.