



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR Brindishe Lee Primary School

<b>Name of School:</b>	Brindishe Lee Primary School
<b>Head teacher/Principal:</b>	Headteacher Lisa Morris Executive Head Dame Vicki Paterson
<b>Hub:</b>	South East London
<b>School type:</b>	Community
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	23/01/2018
<b>Estimate at last QA Review</b>	OUTSTANDING
<b>Date of last QA Review</b>	08/03/2017
<b>Grade at last Ofsted inspection:</b>	OUTSTANDING
<b>Date of last Ofsted inspection:</b>	04/10/2011



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR Brindishe Lee Primary School

#### Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	ACCREDITED AND VALID FOR THREE YEARS
<b>Previously accredited valid Areas of Excellence</b>	Inclusion. Leadership. Inter and Intra schools.
<b>Overall Estimate</b>	OUTSTANDING

*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.*

## 1. Information about the school

- Brindishe Lee Primary School is an average-sized primary school.
- There are considerably more boys than girls in the school and there are 'bulge' classes in Year 4 and in Reception.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average.
- 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 as an additional language is much higher than the national average.
- The school is a member of the Brindishe Federation of schools.

### 2.1 School Improvement Strategies - Follow up from previous review

- Senior leaders have continued to develop the Inspire Mathematics initiative and pupils' progress in mathematics has improved significantly since 2015. School leaders are able to articulate clearly why traditional marking is not always evident in books.

### 2.2 School Improvement Strategies - What went well

- Brindishe Lee Primary School continues to provide a wonderful education for its pupils.
- Senior leaders have created a strong, supportive culture in the school that enables all members of the school community to flourish. Leaders have established high aspirations and ambitions for all pupils that lead to them making outstanding progress. Respect for and the acknowledgement of pupils' rights are very strong in the school. Senior leaders are unwavering in their determination to achieve the very best for pupils.
- Senior leaders have created an aspirational environment for learning, where pupils and staff constantly aim high and are not afraid to take risks. Consequently, the school caters exceptionally well for pupils' academic development and for their social and emotional well-being.
- Senior leaders have an accurate understanding of strengths and areas that need further work. Priorities for improvement are clearly identified in plans and acted upon.
- Senior leaders have facilitated the development of leaders at all levels,

recognising and building on their considerable strengths. 'Teacher Leaders' work collaboratively to learn from each other: strong teams are built and so teachers guide and support each other.

- Excellent use is made of 'Research Projects'. Collaborative work with other schools enables teachers to share best practice and develop key areas such as the sharing of subject knowledge and pedagogy. Teachers' eagerness to engage in professional development has a positive impact right across the school community. Leaders have designed and planned a coherent programme to reflect the needs of individual staff, based on the principle that 'every minute counts'. Very effective use is made of 'pop-ups' and 'marketplace' techniques to address immediate professional development needs.
- 'Teacher Leaders' are very effective in their roles, benefiting from appropriate support and challenge from senior leaders. Many are respected as experts in their fields. The responsibility they are given to implement whole school decisions enables them to drive school improvement effectively.
- Leaders regularly monitor achievement information and highlight accurately when individual pupils and groups are not doing as well as expected. Removing barriers to learning is a central pillar of the school's work.
- Leaders ensure that pupils have a wide range of subjects to choose to study. Pupils are well placed and supported to make the choices that are right for them, leading to the next successful steps in their education. Visits and visitors to school give pupils opportunities to make meaningful links between the curriculum and their own lives.
- The early years provision is exceptionally strong. There is a pursuit of excellence which places children at the very heart of all activities. It is a dynamic place, a warm, supportive and caring environment, but very rigorous in all it does.

### **2.3 School Improvement Strategies - Even better if...**

...senior leaders continued to maintain the consistently high standard of teaching and learning during the current and next year, given the change in executive leadership and the high number of staff who will be absent due to maternity leave.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- Throughout the review, whether during lesson observations or scrutiny of pupils' books, there was evidence of high-level challenge, especially for more-able pupils.

### 3.2 Quality of Teaching, Learning and Assessment - What went well

- The high quality of teaching and support is epitomised by the consistency of pupils' excellent attitudes and engagement in their learning. Pupils respond extremely well to the high expectations and challenge provided by teachers.
- Teachers foster warm and professional relationships with pupils. Pupils show respect for adults and for other pupils by paying attention and taking care with their work.
- Clear and established routines enable lessons to run smoothly. The brisk transitions between different classroom activities make the most of learning time. Classrooms are exciting and vibrant, yet calm and purposeful.
- Teachers and teaching assistants display energy and passion for learning. Their infectious attitude creates learning opportunities for pupils, who consequently thrive under their guidance.
- Teachers have a strong command of their subject. They give clear explanations and often model what they expect from pupils. Teachers provide detailed guidance on what good work looks like.
- Questioning is used consistently well by teachers, who know that to probe pupils' preconceptions and test their prior knowledge is part of what motivates pupils. Teachers' questioning is precise. It encourages pupils to think for themselves, to reason and to solve problems.
- The culture of reading, writing and mathematics in the school is nurtured throughout the curriculum. Teachers routinely promote pupils' literacy and numeracy skills, boosting their use of technical vocabulary and the application of mathematics in everyday life. Pupils enjoy reading for fun, immersing themselves in fictional worlds and also taking opportunities to enhance their subject knowledge.
- Teaching assistants provide very good support for learning, working very well in partnership with teachers. They have a good understanding of the specific needs of the pupils with whom they are working.
- The use of assessment is a key characteristic of the best teaching. Staff ensure that pupils' work builds on prior learning. Teachers make it abundantly clear to pupils what they will learn and how their learning will develop over the course of the lesson.
- Teachers use resources well so that their lessons are engaging and pupils undertake tasks with enthusiasm.
- High quality teaching enables pupils to make very strong progress in phonics. Pupils in Key Stage 1 confidently use their phonic knowledge to tackle unfamiliar words when they are reading.
- The use of e-technology by both staff and pupils is exceptional. E-technology is successfully used to inspire and challenge pupils.
- In the early years foundation stage (EYFS), teachers excite children and stimulate

them to have a life-long passion for learning. Activities are carefully matched to each child. Staff use children's interests to encourage them to make early attempts at writing, explore their imaginations and talk about their play and learning with others.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...organisational structures, such as plenaries, if used, are timely opportunities for assessment, including peer assessment, so that staff focus on what will enhance, and avoid interrupting, the learning process.

## **4. Outcomes for Pupils**

- Pupils continue to make very strong progress during their time at Brindishe Lee.
- Children's knowledge and skills on entry to Reception are similar to those expected for their age. Children in Reception make very strong progress. In 2017, the proportion of children achieving a good level of development was well above that seen nationally. Children make rapid progress because skilled teaching ensures that each child's needs are met. Language skills are well promoted and staff model the correct use of language. Teachers reinforce careful handwriting and letter formation so that children recognise letters and sounds and therefore learn to read and write them correctly. The outdoor area encourages children to learn about the world around them.
- In 2017, the proportion of pupils achieving the Year 1 phonics national screening check benchmark was above the national average. This has been the case for a number of years because of the school's focused approach to the teaching of phonics.
- Pupils continue to make very strong progress during Key Stage 1. The proportion of pupils achieving the expected standard in reading, writing and mathematics combined was above the national average. The proportion of pupils achieving the expected standard in all three areas separately was also above the national average. Disadvantaged pupils achieved very well compared to other pupils nationally. Teachers ensure that pupils' basic numeracy skills are developed and practised. Pupils write with skill and enthusiasm across subjects.
- Pupils' very strong progress continues throughout Key Stage 2.
- In 2017, pupils made strong progress in reading and writing from their starting points at the start of Year 3. Progress in mathematics was very strong and placed the school in the top 10 per cent of schools nationally.
- The progress of disadvantaged pupils was much better than that of other pupils nationally.
- Standards of attainment were above average at the end of Year 6 in reading,

writing and mathematics.

- The school's very effective use of Inspire Mathematics in recent years has driven up standards in mathematics.
- High quality specialist teaching of science enables pupils to gain a real insight into how scientists operate. The quality and quantity of work in pupils' science books illustrate pupils' love of the subject.
- Throughout the school, pupils' workbooks evidence the outstanding progress that pupils make at Brindishe Lee.
- Standards achieved in subjects such as music, art and sport are again of a high standard. Specialist teaching is having a major influence on pupils' progress in many subjects across the school.
- The quality of pupils' work and presentation is of a very high quality everywhere. Pupils take great pride in their work.

## 5. Area of Excellence

Leading Our Learning

### 5.1 Why has this area been identified as a strength?

'Leading our Learning' has been integral to the daily practices at Brindishe Lee and is now part of the culture. By teaching children the value of taking responsibility for their learning, and the learning of others, children have grown as learners. Children have become more aware of their own learning needs, and of the process of learning, and have become more proactive in their own learning. Staff also lead their own learning on how children learn. Staff research the current best practice, develop ideas and share with colleagues across the Federation and beyond.

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

Staff are given opportunities to enhance how they enable children to lead their learning through a range of continuing professional development (CPD). Staff regularly share approaches and successes in promoting children leading their learning. In CPD on 'Mastery', staff have shared how children can be encouraged to be self-aware and self-assess in order to decide on the track for their own learning, as well as all having the opportunity for independent thinking during the lesson.

In the development of the school's approach to science, teaching teams have shared ideas for enabling young scientists to tackle sophisticated questions by pairing them up with older children to lead the learning.

Staff development time has been dedicated to thinking about 'Spirals' – a framework that children can use to lead their own learning.

Reception staff have accessed professional development on the 'Planning in the moment' approach by Anna Ephgrave. Teachers and other staff are encouraged and supported to trial ideas and feedback to others.

Children's progress is closely monitored and opportunities for children to lead their own and others' learning is seized by all. The whole community sees the value in children being 'Leaders of Learning'.

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

Brindishe Lee pupils have high outcomes in terms of attainment and progress. The learning behaviours that have developed as a result of this approach are evident as one walks around the school. Pupils are able to pose thoughtful questions, to stay focused on their learning in shared areas, to select, use and manipulate resources and go deeper into an area of learning. Pupils are better at self-reflection. This approach supports all pupils but has benefited vulnerable pupils especially.

### **5.4 What is the name, job title and email address of the staff lead in this area?**

Lisa Morris

Headteacher

headteacher@brindishelee.lewisham.sch.uk

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

Following discussion with the headteacher, the school is able to access support as and when required.

**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.**