

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Brindishe Green Primary School
School Address:	Beacon Road, London, SE13 6EH
Hub School:	Brindishe

Telephone Number:	020 8852 7245
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Unique Reference Number:	100687
Local Authority:	Lewisham
Type of School:	Primary
School Category:	Community
Age range of pupils:	3-11
Number on roll:	693
Head teacher/Principal:	Vicki Paterson, Executive Head Sarah Gorbitt, Headteacher

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

Date of Quality Assurance Review:	6-8 June 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils are: Outstanding

Quality of Teaching, Learning and Assessment: Outstanding

Area of Excellent Practice: Confirmed
Leadership

Overall Review Evaluation

The Quality Assurance Review found indicators that Brindishe Green Primary School appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report 3-4 October 2016.

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

- This school is larger than most primary schools and serves a diverse community.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language.
- A higher than average proportion of pupils have special educational needs and/or disabilities.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- A higher than average proportion of pupils are regarded as disadvantaged because they are known to be eligible for support from the pupil premium or are entitled to free school meals.
- The school is federated with Brindishe Lee and Brindishe Manor Primary Schools.

School Improvement Strategies

What Went Well

- School improvement strategies in the Brindishe federation are underpinned by a shared commitment to high standards and a strong focus on responding to pupils' needs. The established culture of the school helps to ensure that adoption of systems and approaches is highly consistent.
- Recent changes within the school to promote further improvement include the introduction of the 'Inspire Maths' programme across the federation. The decision to adopt this specific programme was made as a result of on-going review of how to use available strategies to meet the diverse needs of pupils in the context of raised expectations nationally, rather than in response to any specific issue.
- The programme has helped to promote improved engagement with and participation in mathematics lessons through a focus on speaking and listening, and using manipulatives. Consequently, pupils are becoming more adept at reasoning and explaining, supporting the development of their communication and social skills. The use of manipulatives has supported pupils to make stronger links between concrete and abstract concepts, and tackle more challenging tasks.
- The school has also developed its work on improving pupils' resilience. A new non-hierarchical team of staff is now providing programmes for small groups of pupils who are experiencing difficulties to help improve their readiness to learn and mindfulness. The success of these programmes has already seen individual pupils take on responsibilities, for example as playground buddies, to pass on their learning. More widely, these developments have helped the school to move away from the need to manage pupils' behaviour because those who previously experienced difficulties in managing themselves have developed better intrinsic controls. This is leading to greater engagement and participation, and contributes strongly to the calm and purposeful learning environment around the school.

Even Better If...

...the school community continued to develop pupils' involvement and engagement in leading their own learning.

Pupil Outcomes

- Information about children's attainment on entry to the nursery indicates that around 90% start school with levels of development which are below or well below age related expectations.
- The high proportion of children reaching a good level of development (GLD) at the end of the Early Years Foundation Stage has been maintained over recent years. Although the proportion of those entitled to free school meals reaching GLD is lower than other pupils in the school, it is still significantly above that seen nationally for this group.
- Outcomes for pupils in the Year 1 phonics screening check are above national average overall and in particular well above national average for disadvantaged pupils. The school has not identified any specific reason why this group did exceptionally well in the 2015 tests, where other pupils dipped a little below average. However, staff demonstrate a clear understanding of what it is like to come from an economically disadvantaged background and act to ameliorate this through the culture and curriculum of the school as well as in their day-to-day work with individuals and groups of pupils.
- The proportion of pupils reaching above age-related expectations of attainment by the end of Key Stage 1 is significantly higher than seen nationally, especially in writing and mathematics. There is an established trend of improvement over time in attainment in the core subjects, which overall is three times more rapid than seen nationally.
- Overall, pupils make excellent progress through Key Stage 2. The proportions of pupils making expected and more than expected progress are higher than seen nationally in the three core subjects. The proportions making more than expected progress are particularly high in reading and mathematics.
- The proportion of disadvantaged pupils making expected progress through Key Stage 2 is equal to, or better than, their peers. The proportion of these pupils making more than expected progress is well above national averages for other pupils, although this measure is stronger in reading and mathematics than in writing.
- The proportion of pupils reaching above age-related expectations of attainment by the end of Key Stage 2 is also significantly higher than seen nationally, across all core subjects including grammar, punctuation and spelling. This is an established picture for the school which leaders recognise may change this year. This is because, despite

making strong progress, pupils currently in Year 6 are less likely than previous cohorts to reach age-related expectations of attainment.

Quality of teaching, learning and assessment

Almost all of the school's teachers were observed during the review.

What Went Well

- The school has an impressive physical environment which sets the tone extremely well for purposeful learning. Strong relationships between staff and pupils are clearly evident; teachers and teaching assistants have a comprehensive knowledge of pupils' needs and interests and have high expectations of their achievement and behaviour. Consequently, the atmosphere all around the school is calm and orderly, pupils behave well and speak politely with staff and visitors.
- Teachers plan lessons very well. This means that learning is typically contextualised in such a way that pupils maintain interest in and engagement with learning throughout lessons and over time. The considerable effort they put into finding and making relevant and purposeful resources has a notable impact on how well pupils understand what they are learning; this makes a strong contribution to the development of their independence and desire to succeed. This thorough planning also allows teachers to deliver lessons in a confident and relaxed manner, helping to make learning fun and enjoyable.
- Activities in lessons are often well linked to prior learning. Teachers make very effective use of creative starting points and meaningful, real-life challenges which are relevant and purposeful to pupils and promote the development of thinking skills. Scenarios are well designed and pitched at an appropriate level for the pupils in the class. They often provide the chance for pupils to access and use resources autonomously and be accountable for their own learning.
- Skills from different subject areas are often combined in a cross-curricular approach to learning. The use of information and communication technology is strong; pupils have ready access to computers and tablets. The creative use of mathematics and English skills in all year groups throughout the school helps pupils to develop understanding and become proficient users of technical language.
- There are regular opportunities for pupils to work constructively together and engage in collaborative learning. Teachers plan and deliver tasks which allow pupils to successfully share responsibilities in pairs and groups, and promote natural opportunities for pupils to lead learning.
- The quality of questioning is high, especially from teachers. Where this is done most skilfully, pupils are supported to explore different perspectives and develop different points of view. Pupils draw on this positive model provided by teachers, asking valid questions of each other, without the need for teacher intervention.

- Teaching assistants typically provide high quality support both in and out of classrooms. They demonstrate an appropriate awareness of all pupils in the class, even while focusing on helping those in small groups.

Even Better If...

... pupils at all levels of ability had an even wider range of opportunities to take learning further independently, allowing them to work in greater depth to extend and enrich their skills, knowledge and understanding.

Quality of Area of Excellent Practice Leadership

The school has continued to embed distributed leadership since the previous Challenge Partners QA review, when it was confirmed as an area of excellent practice. The main aspects which have been expanded and extended focus on involving children in taking increasing responsibility for their learning and development.

The school is particularly proud of the impact of its 'digital leaders' and 'young interpreters' programmes. Pupils who are digital leaders have particular skills in ICT, and provide support both to their peers and to staff. Young interpreters buddy with new pupils, especially those lower in the school, who come with little or no English, to help them overcome the difficulties associated with being in a new environment without the necessary language skills to cope. This programme works across the federation in response to changing needs.

Pupils also help to lead enrichment provision for those in the school with complex needs. This includes, for example, enterprise activities and supporting their peers to participate in school productions. Representatives of those who undertake leadership responsibilities report back periodically to the federation's governing body.

The school has maintained the key features of its leadership model which, in addition to being distributed, it describes as organic, task-focused and non-hierarchical. This allows members of staff with the requisite skills, experience and enthusiasm to dynamically respond to the changing needs of the school and its pupils when provided with the necessary support and resources. This also underpins the personalised professional development approaches of 'pop-up' training and the 'marketplace', which the school might like to consider putting forward as an area of excellent practice in its own right.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

Leaders at all levels are alert and always interested in what other schools are doing. Many of them have already been part of reviews in a range of schools this year. Leaders are keen to reflect upon what they see and hear via Challenge Partners, and to continue to develop and extend the range of strategies used by the school.

How have you worked with, or supported, other schools in Challenge Partners?

Brindishe Green is an outward-facing school that gives generously of its time and expertise for the benefit of pupils in other schools. Numerous examples include: sharing professional development through 'marketplace' and 'pop-up' training events, sharing its curriculum design and the 'steps in learning' assessment system; running and hosting the 'stepping up to senior leadership' training programme with Challenge Partners and the Institute of Education; running a bespoke programme for trainee teachers and NQTs within the local hub; hosting visits from other schools, focused for example on mathematics or early years provision; and supporting schools in and around London and the south east.

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.

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

Following discussion with the headteacher, the school would not like any further support at this time. The school embraces what Challenge Partners has to offer. While at this stage there is no obvious area for additional support, leaders are constantly alert to what might be just over the horizon and what it can gain and share in partnership with other schools.