



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BRINDISHE LEE PRIMARY SCHOOL

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| Name of School: | Brindishe Lee Primary School |
| Head teacher/Principal: | Executive headteacher Rachel Waite Headteacher Lisa Morris |
| Hub: | South East London |
| School type: | Community |

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| Estimate at this QA Review: | OUTSTANDING |
| Date of this Review: | 20/03/2019 |
| Estimate at last QA Review | OUTSTANDING |
| Date of last QA Review | 23/01/2018 |
| Grade at last Ofsted inspection: | OUTSTANDING |
| Date of last Ofsted inspection: | 04/10/2011 |

Quality Assurance Review

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

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| School Improvement Strategies | OUTSTANDING |
| Outcomes for Pupils | OUTSTANDING |
| Quality of Teaching, Learning and Assessment | OUTSTANDING |
| Area of Excellence | Mastery in mathematics ACCREDITED |
| Previously accredited valid Areas of Excellence | Inclusion March 2017 Leaders of our learning January 2018 |
| Overall Estimate | 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. Context and character of the school

- Brindishe Lee is an average sized primary school situated in an area of moderate social deprivation in south-east London.
- The proportion of pupils from minority ethnic groups is around 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 school has received a wide range of accreditations including:
 - Inclusion Quality Mark
 - Primary Geography Quality Mark Gold
 - London Schools Gold Club
 - Arts Mark Gold
 - UNICEF UK Rights Respecting School Award
 - Cultural Diversity Standard
- The school is semi-open plan in design. Around a central atrium there are learning spaces of different sizes, allowing staff and pupils to access a wide range of resources.
- Brindishe Lee is part of a federation of three primary schools, the others being Brindishe Manor and Brindishe Green.

2.1 School Improvement Strategies - Progress from previous EBIs

- Senior leaders have maintained the consistently high standards in teaching and learning during changes in leadership and the temporary absence of several staff on maternity leave.

2.2 School Improvement Strategies - What went well

- The exceptional characteristic of leadership in this school is the collegiate approach. All teachers willingly take on leadership roles. There is a high degree of expertise and the watchword is collaboration.
- All the school staff are clearly committed to their work. The school atmosphere and ethos are characterised by passion and drive within a very attractive learning environment. Positive relationships between everyone create a shared sense of pride and ambition.

- The executive head of the three Brindishe schools works closely with the headteacher to sustain the high-quality provision. They provide wise counsel, taking a measured approach to external pressures, at the same time, encouraging and empowering staff to take the initiative. Action research is undertaken as a matter of course. Leaders and teachers collaborate to identify where further training is appropriate. Much is influenced by tapping in to research and finding out what is new on the education horizon. That said, this is not a school where every new fad is adopted.
- A meeting with 'middle leaders' is a meeting with all teachers, such is the distribution of leadership across the phases. There is a wide range of expertise among staff. The leaders of the Early Years Foundation Stage (EYFS), English, mathematics and science are all leaders in these areas within the South East London hub.
- The agreed cross-federation curriculum, entitled 'The World is My Classroom', provides excellent guidance. It is underpinned by a recognition of the location of the schools within a cosmopolitan capital and the need to equip pupils for a somewhat unknown future. Creativity and personalised learning are central tenets.
- Extensive know-how across all areas enables staff to devise imaginative, engaging and challenging approaches to the curriculum within the central framework. The creative arts team, for example, led a recent whole school project on Picasso; the outcomes being evident in the high quality of pupils' work. Participation in the 'Enthuse' STEM project organised by the science leader resulted in improvements in the quality of provision in science.
- There is a degree of fluidity to curriculum planning. 'In the moment' planning is a regular feature, not simply confined to the younger year groups. The 'leaders of teaching' as they are referred to, support staff by providing glossaries, lists of artists, authors and scientists that can be used within curriculum topics.
- All staff contribute to development planning. In September, staff meet to reflect on the previous year. They establish priorities and devise strategies to meet them. Again, all staff evaluate progress towards the agreed targets each term. This process ensures all staff know the key priorities and their role in pursuing them.

2.3 School Improvement Strategies - Even better if...

...leaders at every level effectively tracked the achievement of all pupil groups to ensure the high quality of teaching and learning is sustained.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Teachers structure lessons skilfully to include opportunities for assessment, including peer assessment, whilst sustaining the pace of learning.

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

- Adults in the EYFS take every opportunity to stimulate children's interest. Children thrive in the imaginatively designed and superbly equipped indoor and outdoor areas. Underpinned by a high degree of expertise in early years education, staff develop warm relationships and take every opportunity to respond to children's natural inquisitiveness. After showing an interest in boats, for example, children raised over £200 to buy a Blue Peter class dinghy for the outdoor area. They were totally absorbed during a subsequent visit by a RNLI volunteer and 'Stormy Stan' the mascot.
- Children are eager to talk about what they are learning. Among their many spontaneous comments were, 'we're doing millimetres... there's a 150 [in the jug] and 'I know something about Snowy [the class bear] - he's got two digraphs'.
- Across the school, pupils take responsibility for their own learning. They are mutually supportive. In response to his classmate's remark, 'I don't know what to do', his neighbour said, 'I'll come over in a minute and help you.'
- Pupils are ever more confident in discussing learning and explaining their reasoning. They increasingly use subject specific language when doing so. They are unfailingly enthusiastic and progressively mature in their approach. Before attempting to devise algebraic expressions for the area of regular shapes, one pupil said, 'let's look at what we did before in algebra'. 'I'm enjoying this', remarked a Year 5 pupil as she was exploring an open-ended mathematics problem.
- Pupils' positive attitudes to learning do not occur by accident. The teaching staff are entirely consistent in their expectations and frequently model learning behaviours. There are no 'guess what I'm thinking' questions. High quality questions lead to high quality responses. Pupils in Year 6 rose to the challenge of analysing the use of literary devices by R J Palacio in 'Wonder'. The teacher's skilful questioning prompted a mature discussion. 'There are many reasons why someone might have a tic', was one boy's considered response. In the same lesson, a small group of less confident pupils benefitted from excellent intervention from a member of the support team. This is typical of the valuable contribution made by support staff across the school.
- Assessment takes a variety of forms. Staff have a continuous dialogue with pupils about their work and pupils are adept at reviewing their own progress. Pupils frequently refer to previous learning and readily seek feedback. They are aware of their next steps and take the lead during parent consultations.

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

...closer tracking of the foundation subjects ensured that 'the world is your classroom' curriculum coverage is effective, allowing all pupils to build on their previous experiences and equipping them for their next steps.

4. Outcomes for Pupils

- As they enter Reception, children's personal development, communication and numeracy skills are broadly as expected. They make at least good progress and, typically, the proportion reaching a good level of development is above average.
- The smooth transition from Reception to Year 1 enables pupils to build quickly on their previous learning. Results of the Year 1 phonics checks tend to be above average. This contributes to the rapid progress they make in reading and writing through Key Stage 1. Similarly, pupils increasing fluency in number enables them to develop a secure understanding of mathematic concepts. Standards at the end of Year 2 have been above average across the board over the last few years. For example, the proportion achieving a greater depth in reading, writing and mathematics combined was almost three times the national average in 2018.
- Pupils currently in Key Stage 1 are on course to reach standards similar to those of previous years. This is evident, not least, in pupils' oral and written language skills. Because they have the relevant subject specific vocabulary, pupils can articulate their reasoning clearly, which demonstrates understanding at a greater depth.
- Outcomes at Key Stage 2 are equally impressive. The results of SATs are typically above and frequently well above average. Those in 2018 were no exception, with almost all pupils reaching the expected standards in reading and writing and 100% doing so in mathematics. A staggering 79% reached a greater depth in mathematics; over three times the national average. Similarly, the proportion reaching the higher standards in all three subjects was in the same ratio. In spelling, punctuation and grammar, three quarters of pupils attained the higher standard; twice the national average. Progress scores were well above average, including an impressive 7.2 in mathematics.
- Current pupils in Key Stage 2 are heading for similar high standards. A pupil in Year 6 showed considerable skills in text analysis when comparing two contrasting styles before starting her own monologue. Also in Year 6, a group of high flyers was devising algebraic expressions relating to the area of non-regular shapes. 'I think $5x \times 8x - (2x \times x)$ will work', offered one pupil, demonstrating a very secure understanding. Similarly, in Year 5, pupils were exploring how many different triangles could be drawn with a circle marked with nine equidistant points. They discovered a website which said there were 216 and soon adopted a

logical strategy to find them.

- Around two-thirds of disadvantaged pupils have additional needs and means progress is often hard won. Because teachers and support staff take great care to reduce any barriers to learning, these pupils typically make good progress against the odds.
- Pupils with SEND benefit from 'quality first' teaching and from individual interventions when appropriate. In this one form entry school, all staff know all pupils and are aware of their needs. This contributes to the secure progress pupils with SEND make towards their individual targets.

5. Area of Excellence

Mastery in mathematics

Accredited

5.1 Why has this area been identified as a strength?

Pupils have always achieved highly in mathematics at Brindishe Lee. However, in 2015, leaders began to question whether the pupils were attaining as well as they could, especially at the higher levels. They strove for greater consistency in the mathematics teaching, across the school, and within the Brindishe Schools Federation. Leaders wanted to be confident in using a common language for mathematics and building concepts progressively to enable every learner to have a solid foundation. They sought knowledge on what was on the horizon in mathematics from the national networks (e.g. Challenge Partners, NCETM Mathematics Hubs) and decided to take a risk by overhauling the already-successful approach to follow a mastery approach. Four years on, the risk has been rewarded.

Leaders have adapted the 'Inspire' resource and assimilated many of their own practices to develop a mastery approach that works for the pupils, teaching them to take responsibility for their own learning.

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

Over the last three years the curriculum, calculation policies and the assessment framework have been revised using the 'Inspire' framework. This has given teachers the tools and confidence they need in order to successfully begin teaching for mastery. By teaching pupils the value of taking responsibility for their learning and supporting staff to feel confident with a new style of teaching and learning, the mastery approach has been embedded.

Teaching staff have become more aware of the learning needs of the pupils and how to best facilitate their success through a whole class approach to teaching. Lessons are carefully designed in order to draw pupils' attention towards predicted misconceptions and to use the misconception to secure a concept. Pupils are increasingly able to demonstrate reasoning. As this skill is central mastery, it is given high priority. All pupils across the school have a daily reasoning task. Pupils have access to the support they need in order to achieve, whether it is adult support in a lesson, time to practise key skills, or further challenge.

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

Within four years of implementing the mastery approach, there was an increase in the number of pupils achieving at the higher standards. In 2018, 100% of pupils left Key Stage 2 working at the expected standard, with 79% of pupils working at greater depth. These results were the highest in the Lewisham Borough. In this cohort, most pupils arrived in Year 6 already working at the end of year expected standards. This was directly because of the high expectations of the mastery approach.

Similarly, at the end of Key Stage 1, 87% of pupils achieved at least the expected standard with 38% of pupils were working at greater depth, significantly above the national average.

Another striking outcome is pupils' love of mathematics. They are highly enthusiastic and take pride in their achievements; attitudes that auger well for their future education.

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

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

Leaders would welcome further opportunities to share ideas with partner schools. They look forward to continuing their roles in promoting effective practice across the hub and beyond.

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.