

<b>Name of school:</b>	<b>Brindishe Green</b>
<b>Peer Assessor:</b>	<b>Kate Birch</b>
<b>School colleague/s:</b>	<b>Éadaoin Kelly</b>
<b>Peer assessment</b>	<b>Wednesday 4th May 2011</b>

### **Standard 1: School Ethos**

The aim of both Brindishe Lee and Brindishe Green schools is to ensure that every child makes good progress in their learning and is a respected and welcomed member of their school communities. Both schools aim for every child to learn how to be healthy, stay safe, enjoy and achieve, make a positive contribution, become global citizens and achieve economic well being.

The pupils, their families and the staff at Brindishe Green come from a wide variety of social backgrounds, ethnic groups and religions and this is celebrated throughout the school.

Like Brindishe Lee the school environment reflects the diversity of the pupils. Throughout the school there is evidence of displays, pictures, fabrics and resources which promote cultural diversity and provide a welcoming environment for pupils. Many signs around the school are translated into the main languages spoken by the pupils. In lessons pupils with English as a second language are encouraged to write in their own language and share their work with others. One parent mentioned how the displays are up-to-date; reflect the diversity of the school and how the children all get on with each other, including those children with special needs. There is a good selection of dual language text books at both schools which can be used on either site.

Assemblies are also used to celebrate different faiths, festival days, and cultures, as well as local and world events.

The schools' policies show a commitment to cultural diversity and equality. The Inclusion Policy for example outlines the importance of enabling pupils to live, play and learn harmoniously, to learn that difference and diversity are valued and welcomed and to ensure that success in school is not dependent upon being able bodied, belonging to any particular culture, gender, social class, sexual orientation, family circumstance or majority group. These key statements are clearly embedded in the day-to-day practices of the two schools. In recognition of this Brindishe Lee holds the Inclusion Quality Mark having met all standards and Brindishe Green is in the process of applying for the award.

Racial incidents are very rare at the two schools. When incidents do arise they are dealt with immediately. In an attempt to develop awareness and understanding the schools offer support to both the recipient as well as the perpetrators when racial incidents occur. In addition to this both schools use Circle time to enable teachers to tackle issues sensitively. This provides pupils with opportunities to discuss racism and bullying and to develop strategies to deal with incidents in school as well as those they may come across outside school.

In addition to the activities that are organised in the classroom the schools also use assemblies to promote equality and diversity. Examples of these assemblies include Deaf Awareness Day, Nelson Mandela Day, Refugee Week, Anti-bullying Week. During these assemblies guest speakers are invited to provide positive role models for pupils.

In KS2 selected pupils are given the opportunity to be playtime buddies. The buddies are given training to help solve conflicts and to support children in play activities. A pupil from Brindishe Green said "Buddies help children to play together. If children are not playing with anyone the buddies find other children for them to play with. The buddies help to resolve problems and are trained to make up games for children to play together".

## **Standard 2: Achievement**

Brindishe Green has been recognised by the Department of Education as one of the top 100 most improved schools in the country for the past two years and our current assessments show continued improvement across the school.

In KS2 progress is outstanding at over 2.5 levels in all 4 years. In 2010 progress was extremely high in Reading with pupils progressing by over 2 sub-levels above the expected 2 levels and this was similar in Maths.

The pupils at Brindishe Green make excellent progress from KS1 to KS2 as shown in the Contextual Value added (CVA) indicator which is 102.5 (2010). The CVA indicator in 2009 was 100.8 which indicates excellent progress made by pupils throughout the school.

Brindishe Green has a large percentage of pupils from minority ethnic groups and a large proportion of pupils who speak English as an additional language. However, the progress for all significant groups across the school is good.

At Brindishe Green there is a very robust process in place to analyse achievement data and this process involves staff, senior leaders, governors and external advisors. Every term assessment data is analysed by ethnicity, gender, FSM, SEN, G&T and EAL. The results of the analysis are shared with all staff and governors, any gaps in attainment are identified and if appropriate team leaders plan intervention. The Inclusion team also meet with teachers to help reduce any identified gaps and offer interventions and extra support for selected pupils. The impact of the school's ability to analyse its data is evident in the high levels of sustained progress the school has made over the past three years.

## **Standard 3: Curriculum**

Brindishe Lee and Brindishe Green are committed to helping all pupils develop a sense of personal and cultural identity and this has been summed up in the schools' Policy for Learning "We learn best when we feel a sense of belonging and inclusion". All the curriculum areas are underpinned by the Learning, Inclusion, Assessment, Positive relationships and behaviour, Safeguarding and Health and Safety policies and all of these policies demonstrate the school's commitment to promoting cultural diversity and equality.

Across all subject areas and in the different key stages Brindishe Green demonstrates the teaching of cultural diversity and equality within their curriculum. Where possible, opportunities to explore cultural diversity and equality are built into curriculum planning. The themes to be covered are flexible to allow for the inclusion of special events, festivals, and opportunities that are relevant to individual or groups of children. One pupil said that learning about different cultures helps you to understand about different people in the world and if we understand things we can stop people making jokes that might hurt other people.

Excellent examples of the teaching of cultural diversity can be seen in the Foundation Stage where pupils investigate patterns from different cultures using fabrics and textiles such as Indian and African textiles and Islamic patterning. In Year 2 pupils work on the topic entitled 'Myself and my family/our community', where they talk about themselves and their family and share cultural traditions. In Year 6 pupils investigate costume and headwear from different cultures, celebrations and carnivals.

In literacy a large range of text books, stories, story bags, puppets, visual stimulus, DVDs, plays etc representing different countries, cultures, societies and languages are available for use within the classroom and used in all year groups as part of the literacy curriculum.

Like Brindishe Lee the school's pastoral curriculum also addresses and promotes cultural diversity and equality. Through citizenship projects pupils are given the opportunity to explore their own cultural identity, whilst developing inclusive values such as acceptance of and respect for others. An excellent example of this can be seen in Year 5 where children focus on the topic 'Changes'. The aim of this topic is to identify and respect the differences and similarities between people.

#### **Standard 4: Parental/carers involvement and community role**

The schools' commitment to cultural diversity is clear to parents and carers and this is communicated in a variety of ways and in particular through the school website and prospectus. The values section of the school website and the prospectus clearly state the schools' positive view of cultural diversity and equality. There is a language selector available on the website to ensure that it is accessible to non-English speakers and the prospectus can either be downloaded from the school site or picked up from either of the two schools. The schools' newsletters are also used to communicate the commitment to cultural diversity.

In addition to formal interpreters the Brindishe Green can also call on the Young Interpreters group. This group comprises pupils of all ages, who are fluent in one or more languages and who are able and willing to act as interpreters. All pupils in the Interpreters group have received training to specifically support new EAL pupils from both schools. They are also available to support parents and carers when needed in both schools.

Brindishe Green regularly invites parents, carers and the local community to whole school events. Examples of events that reflect the cultural diversity of the school include an International Evening, Bring a Parent Carer to school day, Family Picnic, Winter Warmer, Christmas Performances and Nativity. One parent said "the international events bring all the parents together and give us the opportunity to share our cultures".

Both Brindishe Lee and Brindishe Green are jointly involved in Sing-Up. This is an organisation which promotes singing around the country. Both schools use the Sing-Up website regularly for whole-class singing sessions and weekly singing assemblies. As part of the Sing-Up pupils learn to sing songs from all over the world and in different languages. Children in each school sing to each other and together through Skype link ups and interschool visits.

Parents are constantly encouraged to volunteer at the school and share their skills. The newsletter and website is used to advertise voluntary positions and the school provides training to parents in numeracy and becoming a training partner.

## **Standard 5: Staff and governors**

All teaching and non-teaching staff at both schools have cultural diversity and equality training on an annual basis. For example, the redrafted Inclusion policy was discussed and reviewed at a whole-school staff meeting in April 2010.

In 2010 all staff from both schools attended an INSET day based on UNICEF's Rights Respecting Schools. As part of this all members of staff were involved discussing the UNCRC and took the first step to become a 'Rights Respecting' school. Since then, staff have been working towards promoting, discussing and developing children's rights and responsibilities within their classrooms. Both schools are also promoting the use of appropriate 'rights and responsibilities' language across the school.

The governing body has evolved with the federation and both have now become one body overseeing the two schools. The Governors at both schools have also received training in cultural diversity and equality training and several of the governors have attended the recent Equalities training. Other courses attended by the governors include Disability and Discrimination, Gender Equality, Performance Management, Community Cohesion, Extended Services, Promoting Equality and Tackling Discrimination, School inset days and all governors attend induction training.

All new staff at the school are allocated a mentor who guides them through their first few months at Brindishe. Staff are always informed of the school equalities policies. When asked about Brindishe Green, a new member of staff said "the cultural diversity is not just embedded in the school policies and practices but is also instilled into the children's behaviour towards each other. Children have a real interest in learning about and being aware of different cultures".

## **Standard 6: Specific projects and/or innovations**

Both schools in the federation are constantly looking for ways to develop projects that enrich the curriculum, promote cultural diversity, developing community links as well as developing links between the two schools. Projects that have involved the two schools include a community choir, joint after school clubs and teams, joint participation in concerts, dance projects and creative partnerships. Although the two schools have very different cultural and ethnic communities the federation has widened the opportunities to celebrate diversity.

Both schools are developing projects with schools in South Africa and have hosted representatives from these schools. The schools have begun to share information and ideas and are about to embark on a joint project between the two Brindishe schools and two schools in South Africa. In addition to this both schools annually fundraise for global communities in need. Examples of charities that the schools donate to include: Oxfam, Unwrapped, UNICEF 'Inspired Gifts' and 'Red Nose Day'. The schools also send books and equipment to a nominated school in Africa.

Brindishe Green and Brindishe Lee regularly take part in projects, links and exchanges with other schools in the local community. Examples of these include a dance showcases, sharing dance, drama and music performances i.e. St. Matthews Academy and John Ball School, sports events through the school sports partnership, hosting Young Leaders from local Secondary schools, arts projects with Trinity Secondary School, maths, music and dance projects with schools and an Opera project with Blackheath Concert Halls.

The school's achievements have been recognised by many awarding bodies, including: Healthy Schools award, Arts Mark Gold, Eco-Schools, Clean and Green award, Sing-up, South East London Enterprise Award. The schools are also working towards gaining the UNICEF's Rights Respecting Schools.