

# Brindishe Lee School

## Inspection report

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<b>Unique Reference Number</b>	100717
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	385463
<b>Inspection dates</b>	3-4 October 2011
<b>Reporting inspector</b>	Angela Konarzewski

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Elia
<b>Executive Headteacher</b>	Ms V Paterson
<b>Associate Headteacher</b>	Mrs D Spalding
<b>Date of previous school inspection</b>	29 November 2006
<b>School address</b>	Wantage Road Lee Green London SE12 8NA
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<b>Fax number</b>	020 8297 2761
<b>Email address</b>	headteacher@brindishelee.lewisham.sch.uk

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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	3-4 October 2011
<b>Inspection number</b>	385463

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## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 18 lessons and 11 teachers were observed. Discussions were held with staff, members of the governing body, parents and pupils. Inspectors observed the school's work, and looked at documentation including: the school's development plan; policies; the tracking of pupils' progress; minutes of meetings of the governing body; local authority reports; and documents relating to the provision for those pupils identified as having special educational needs and/or disabilities and those for whom English is not their first language. In addition, 205 questionnaires from parents and carers, 115 pupils and 26 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

The recent fall in attainment of more-able pupils in English and mathematics at the end of Key Stage 2 indicated by data, and the impact of interventions to address this issue.

How well teaching, assessment, marking and target-setting are enabling all pupils to make good or better progress, especially in writing.

The impact of leaders at all levels on improving the quality of teaching, attainment and progress

The impact of the Federation with Brindishe Green School on pupil outcomes at Brindishe Lee School.

## Information about the school

Brindishe Lee is an average-sized primary school serving a diverse community. There are 18 different ethnic groups within the school, with half of the pupils being White British. The other pupils are from minority ethnic groups, with half speaking a first language other than English. A fifth of the pupils have special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school is part of a hard federation with Brindishe Green School and, more recently, has entered into a partnership with Lee Manor School. The executive headteacher, associate headteacher and Chair of the Governing Body have remained in post since before the last inspection. The school holds many awards, including the Gold Cultural Diversity Quality Standard, the Inclusion Mark, Artsmark Gold, the Geography Mark Gold and the Sportsmark Gold.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Brindishe Lee provides an outstanding education for its pupils. This diverse school community is exceptionally harmonious and cohesive, and pupils' individuality and uniqueness are highly valued and celebrated. Adults ensure that pupils feel extremely safe and the needs of each individual are met very well. Pupils' strong enjoyment of school is reflected in the improving attendance rate which is now high. These factors combine to ensure that pupils' behaviour throughout the school is exemplary. By the time they leave at the end of Year 6, pupils are confident, well-rounded individuals, prepared to play a full part in life beyond school.

Children make an excellent start in the Nursery. The wide range of high quality activities provided across the Early Years Foundation Stage ensures that they learn effectively and make outstanding progress. By the end of Key Stage 2, pupils' attainment is high and they achieve very well. The school has done well to reverse the downturn in the attainment of more-able pupils in the recent past. Effective strategies to encourage pupils to solve higher-level number problems expressed in words have led to all pupils, including the more able, making particularly good progress in mathematics. Progress in writing, although excellent, is not quite as rapid as that in reading and pupils, both within the school and across the federation, are not always given time to reflect upon, or act on, teachers' feedback.

The leadership and management of teaching and learning are strong. As a result, the overwhelming majority of teaching is outstanding. Pupils are appropriately challenged in lessons through excellent questioning and activities that are well-matched to their ages and abilities. All pupils, including the potentially vulnerable, are extremely well-cared for, guided and supported. Pupils who speak English as an additional language acquire English quickly. They make excellent progress, as do pupils with special educational needs and/or disabilities, because of particularly good, targeted support, which is tailored to individual needs. As at the last inspection, floor space in the school is at a premium, but it is exceptionally well-used, and the limitations are regarded positively because pupils learn to move carefully around the building, paying close attention to their own and others' safety.

Parents and carers are very pleased with the quality of education provided for their children and their comments are reflected in the views of one who said, 'In a nutshell, this is simply a lovely primary school filled with staff who are keen to go the extra mile for the benefit of our children and those in the wider schools' community.'

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The school's success stems from the strong leadership of the executive headteacher who is very well supported by the committed governing body, the associate headteacher and senior leaders. The school has an accurate understanding of its strengths and weaknesses and its self-evaluation is thorough. There are exceptionally strong links with outside agencies and local secondary schools. Excellent opportunities for sharing staff and resources are provided by the federation with Brindishe Green School and the partnership with Lee Manor School, and these further enhance the school's outstanding capacity to improve.

### **What does the school need to do to improve further?**

Raise attainment even further, especially in writing, by:

- providing more opportunities for pupils to reflect upon their own and each other's learning and feedback, both within the school and across the federation.

### **Outcomes for individuals and groups of pupils**

**1**

Children join the Nursery class with skills and abilities that are generally just below those expected for their age. They make very good progress throughout the Early Years Foundation Stage and Key Stage 1 so that, by the end of Year 2, their attainment in reading, writing and mathematics is well above the national average. Positive attitudes in lessons, high levels of cooperation and excellent independent learning skills contribute significantly to pupils' outstanding achievement. Pupils' progress accelerates across Key Stage 2 so that by the end of Year 6, attainment over the past three years has been high, especially in reading and mathematics. Pupils' writing skills are also improving as a result of the school's strategies, including more opportunities to practise writing longer pieces.

Pupils have an excellent understanding of how to keep themselves and others safe and of how to lead a fit and healthy lifestyle. They make an outstanding contribution to their community through their other roles and responsibilities and their exemplary behaviour. For example, the Green Team enjoys looking after two chickens who strut contentedly around the outdoor play areas with pupils at play times. Pupils learn how to care for the chickens and enjoy collecting their eggs which are washed and used in cookery lessons. Pupils are appropriately prepared for the future through their secure application of basic skills and their ability to work exceptionally well together. Pupils' spiritual, moral, social and cultural development is a particular strength, so they have a highly developed understanding of the rights of others to hold different beliefs and opinions, respecting diversity and individuality. The school holds the Gold Cultural Quality Standard as a result of its successful work in this area.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching across the school is outstanding. Activities provide effective challenge so that pupils learn at a swift pace. Adults, including teaching assistants, have excellent subject knowledge and ask perceptive questions that help to develop pupils' thinking skills. Use of drama, role play and 'talk partners' motivates pupils and enables them to make excellent progress, particularly in their speaking and reading. In a Year 6 lesson about presenting a balanced argument for and against zoos, the teacher used an interesting video clip of animals in a zoo to stimulate the pupils' ideas. In the words of one pupil, 'Lessons always have a touch of fun!'

The school constantly keeps its curriculum under review to ensure it is exciting and creative. The themed approach means that effective links are made across a range of subjects. It provides many opportunities for pupils to practise their basic skills in interesting contexts. For example in their topic on 'The River Thames', Year 5 pupils researched the history of the river, as well as learning about its geography and completing artwork based on river views. A very wide range of clubs offering activities such as music, sports, art and drama, together with a large number of visits and visitors, further enrich pupils' opportunities to learn and develop their skills. The school has received a number of awards for its highly successful work on the curriculum including Artsmark Gold, the Sportsmark and Geography Mark Gold.

The care, guidance and support the school provides for all its pupils are excellent. The school's works with parents and carers, and with a wide range of outside

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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agencies, is exemplary, enabling it to establish outstanding provision for all its pupils. Transition arrangements into and out of the school are highly effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The executive headteacher has very high expectations of what pupils can achieve and she constantly strives to make provision even stronger. In the words of the Chair of the Governing Body, 'She turns vision into reality'. In partnership with her highly supportive associate headteacher and senior leaders, she has secured a strong sense of purpose to provide the best possible education for pupils. Morale is very high and confidence in the school's success is evident at all levels. Rigorous monitoring and self-challenge by the highly organised and committed governing body ensure continuous improvement.

The school works extremely well in partnership with external agencies to secure extra support for those pupils who need it. Partnership working with federated schools to share best practice and resources ensures excellent value for money because it benefits pupils in ways that could not be provided otherwise, for example the sharing of staff with specialist expertise. Partnerships with parents and carers are also excellent, contributing significantly to the high quality of pupil achievement and well-being.

The school regards safeguarding as an absolute priority and practice in this area is highly effective. Equality of opportunity is also at the heart of the school's work. Achievement for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated very effectively into practice. As a result of success in this area, the school has been awarded The Inclusion Mark. Community cohesion is woven throughout the ethos of the school, and addressed within the curriculum, to ensure a highly cohesive school that reaches out far and wide for its pupils.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. Children enter the Nursery at levels just below those expected for their age. They make rapid progress from their starting points so that by the end of the Reception Year, most are working securely within or beyond the early learning goals, including those who speak very little English. This represents excellent achievement.

Teachers and teaching assistants work exceedingly well in partnership to make learning motivating and fun. For example, in the Reception class, the teaching assistant dressed up as a post-person to deliver an important letter about a missing penguin to the class teacher. This captivated the children's interest and amused them, as they recognised their teaching assistant. Children are extremely calm, settled and secure because of the careful routines and excellent levels of care and attention. Resources are of exceptionally high quality, both inside and out-of-doors. There is an ideal balance between directed learning and opportunities for children to select their own activities. As a result pupils' learning and well-being are outstanding.

Leadership of the Early Years Foundation Stage is strong. Staff take part in a rigorous monitoring and evaluation process, taking account of the views of pupils and parents and carers, with whom they have close links.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers who responded to the questionnaire and those spoken to during the inspection were extremely positive about the school. No significant concerns were expressed and a number made specific comments praising the school. A few respondents disagreed that the school takes account of their suggestions and concerns but inspection evidence did not support this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brindishe School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 205 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	152	74	53	26	0	0	0	0
The school keeps my child safe	145	71	59	29	0	0	0	0
The school informs me about my child's progress	107	52	90	44	5	2	1	0
My child is making enough progress at this school	101	49	85	41	12	6	4	2
The teaching is good at this school	130	63	72	35	2	1	0	0
The school helps me to support my child's learning	109	53	82	40	10	5	1	0
The school helps my child to have a healthy lifestyle	123	60	79	39	1	0	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	89	43	95	46	7	3	1	0
The school meets my child's particular needs	90	44	100	49	9	4	0	0
The school deals effectively with unacceptable behaviour	100	49	85	41	12	6	1	0
The school takes account of my suggestions and concerns	75	37	99	48	17	8	5	2
The school is led and managed effectively	108	53	78	38	12	6	4	2
Overall, I am happy with my child's experience at this school	130	63	73	36	1	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

<b>Achievement:</b>	the progress and success of a pupil in their learning, development or training.
<b>Attainment:</b>	the standard of the pupils' work shown by test and examination results and in lessons.
<b>Capacity to improve:</b>	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
<b>Leadership and management:</b>	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
<b>Learning:</b>	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
<b>Overall effectiveness:</b>	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>The school's capacity for sustained improvement.</li><li>Outcomes for individuals and groups of pupils.</li><li>The quality of teaching.</li><li>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>The effectiveness of care, guidance and support.</li></ul>
<b>Progress:</b>	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



**Dear Pupils**

**Inspection of Brindishe Lee School, Lee Green, London, SE12 8NA**

We would like to thank you for your help during the inspection. We very much enjoyed seeing you in your classrooms and out-of-doors and talking to you. We believe your school is an outstanding school in every aspect. This means that it does everything very well indeed.

The executive and associate headteachers, staff and members of the governing body are extremely good at their jobs and have made your school one of the best.

The teaching in your school is outstanding and teachers make learning fun and interesting.

You enjoy school, participate well in lessons and behave exceptionally well in and around the school.

Your achievement is excellent. This means that by the end of Year 6 your attainment is high, especially in reading and mathematics.

Your understanding of living a healthy lifestyle is exemplary and you rightly feel very safe in school.

All the adults take excellent care of you, so you are extremely happy at school.

You take responsibility for one another and treat everyone with respect.

You take part very well in the excellent range of extra-curricular clubs.

Your parents and carers are very pleased with your experience at the school.

**What your school needs to do now:**

Raise your attainment even further, especially in writing, by providing more opportunities for you to reflect on your own and each other's learning, and to respond to teachers' feedback, both within your school and across the federation.

All of you can help, too, by continuing to work hard and attend school regularly. We wish you every success in the future.

**Yours sincerely**

**Angela Konarzewski  
Lead Inspector**

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