
CHALLENGE PARTNERS: Quality Assurance Review Written Report

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

Telephone Number:	020 8852 7245
Email address:	headteacher@brindishegreen.lewisham.sch.uk

Unique Reference Number:	100687
Local Authority:	Lewisham
Type of School:	Community
School Category:	Primary
Age range of pupils:	3-11
Number on roll:	674 including 83 including 83 in the Nursery
Head teacher/Principal:	Sarah Gorbutt (Headteacher) Vicki Paterson (Executive Head)

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

Date of Quality Assurance	27-29 April 2015
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Review:	
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: OUTSTANDING

Achievement is: OUTSTANDING

Quality of Teaching: OUTSTANDING

Area of Excellent Practice:

DISTRIBUTED LEADERSHIP CONFIRMED

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 2011.

Information about the school

The 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. The number of pupils with special educational needs and/or disabilities is in line with national averages and those who have a statement of special educational needs is also below average. A higher than average number of pupils are eligible for pupil premium funding. The Early Years Foundation Stage comprises two Nursery classes and three Reception classes. The school has privately run breakfast and after school clubs. Brindishe Green is part of a local authority federation with Brindishe Lee and Brindishe Manor Primary Schools. The school's excellent work has been recognised by a number of national awards. These include the Cultural Diversity Diamond Award, the TfL Sustainable Travel Gold Award, Artsmark Gold and the Sing Up Platinum Award.

School Improvement Strategies

There is a strong drive to improve and give all pupils the best opportunities and experiences. The school maintains the highest level of achievement for all pupils. The policies are devised and renewed through teamwork and are shared on the tri-schools MLE. The senior leadership improve teaching and learning by their model of distributive leadership, which drives all staff to develop professionally. The ethos of the school is one of mutual respect, allowing all teaching staff to model high professional standards and support others through coaching and mentoring.

What Went Well

- A clear structure of monitoring which is shared on the MLE; everyone is clear on the standards and knowledge of the monitoring taking place.
- Training and modelling of teaching is given to all teaching staff and is led by different members of the teaching staff e.g. a Teaching Assistant with good practice in phonics will model and share this with others.
- Action plans are drawn up as a team and these are monitored as a whole.
- Planning is shared on the MLE for teams to monitor.
- All teachers have been part of developing the new curriculum and have created it with their children in mind right across the federation.

- An Assessment model called Steps in Learning has been mapped out by the federation of schools and has been introduced to all staff.
- The area of greatest impact on pupil progress is that teachers know all of their children. This has been reflected in lesson observations where individual needs are met through personalised learning. Pupil progress meetings are carried out termly and involve year group teachers, teaching assistants, senior leaders and the inclusion team. These meetings form a 'team around the child' and the focus is on what the team can do for every individual child. Support and interventions are timely.
- The opportunities for continuing professional development are great through links within the federation and other partnerships. The school have recognised the need for further professional development for middle leaders aspiring to become senior leaders and have worked with the Institute of Education to develop a bespoke programme.
- The ethos of the school encourages sharing and supporting each other and all teachers are willing to ask for help. Coaching and mentoring support this process.

Pupil Achievement

Pupils at Brindishe Green Primary School make outstanding progress, which is significantly higher than the national average.

Despite starting points that are below average, children make exceptional progress within nursery and Reception, leading to a GLD (Good Level of Development) of 81%. This progress continues throughout Key Stage 1, with 83% of pupils passing the Phonics Screening test in comparison to 74% nationally. Pupils continue to perform extremely well throughout Year 2 with Key Stage 1 results being broadly in line or above national figures in reading, writing and mathematics. A higher percentage of pupils achieve a level 3+ than the national average in all three subjects, and the percentage of pupils attaining level 3+ is significantly above national figures in writing and mathematics. From low starting points in 2010, there has been impressive improvement in attainment across all subjects.

Progress at Key Stage 2 is also extremely impressive. Over time, pupils have

demonstrated sustained attainment at Key Stage 2, which is significantly above national average for both level 4+ and level 5. For 2014, pupils achieved higher than national averages for Level 4+, 4B+ and 5+ in reading, writing, mathematics and English Grammar, Punctuation and Spelling (EPGS). The school also achieved above national average for level 6 in mathematics, writing and EGPS, testifying to the school's drive towards excellence for all. School tracking and predictions suggest that this trend is to continue for 2015. The way in which the school enables and nurtures pupils to attain at level 5+ is a clear strength of the school. This is most evident in the manner in which the school supports many pupils in progressing from level 1 at KS1 to a level 5 at KS2. For all groups, attainment is at least inline and in many cases significantly above national figures. The manner in which senior and middle leaders track the progress of individuals, groups and cohorts prevents pupils from falling behind and supports the outstanding progress made by pupils at the school.

The attainment of disadvantaged pupils is broadly inline with their peers, and in some cases higher. The attainment APS (Average Points Score) of disadvantaged pupils for mathematics, reading and writing (combined) is slightly above that of other pupils, though both are remain above national averages. For those pupils for whom English is an Additional Language, attainment is broadly inline with their peers and is above national. The school has established procedures for identifying the needs of pupils as they arise and they are able to implement timely and personalised provision programmes to support these pupils. As such, the proportions of pupils making expected and those exceeding expected progress in English and mathematics are higher than national figures.

Quality of Teaching

Over time, the quality of teaching is Outstanding.

The school has successfully created an extremely positive ethos to learning and the mutual respect between all adults and pupils was seen continually throughout the review. All adults are passionate about learning and know their groups well. Planning is personalised to the individual and this has a huge impact on learning and the subsequent progress pupils make.

What went well;-

- All adults have exceptionally high expectations of all the pupils within the school. It is clear that everyone consistently aims for 'Outstanding' in every aspect of school life
- Pupils want to learn and they take pride in their work. They are able to talk about their learning and it is very apparent that high quality learning is the key driving force for everyone within the school.
- Adults within the school are highly skilled and Continuing Professional Development (CPD) links directly to identified needs. The school facilitates "Pop up training" which is a highly effective method of responding to the needs of the school. All adults are passionate and committed to the best possible outcomes for the pupils.
- Teachers plan for cross-curricular links and engage the pupils through stimulating contexts. Many examples were observed, one being in Year 5 where challenging word problems linked to a future visit to Chessington Adventure Park.
- Creative learning environments are bright and stimulating; they invite pupils to want to learn and support the learning process. They are obviously extremely proud of their school and use the displays and working walls, to support their learning.
- Misconceptions are identified and addressed by the adults within the classroom so that no child is left invisible, resulting in pupils learning exceptionally well across the curriculum.
- Teachers ask challenging, open questions and encourage pupils to explain their ideas, as well as through the consistent use of "shoulder partners" Focused opportunities are provided for all to communicate and articulate their thoughts as well as in personal reflection time.
- Deployment and management of highly skilled teaching assistants and the impact that they have on learning is excellent. There are no missed learning opportunities and time is used extremely effectively, having the best possible impact on the learning of all pupils.
- Targeted questioning to extend pupils' understanding supports the assessment process and teachers have the confidence and ability to be flexible in lessons and respond immediately to the needs of the pupils.
- Prior assessment is used effectively to pitch work at the right level and provide the necessary challenge.
- The development of language from Nursery through to Year 6 to support the learning and thought process is excellent.
- Management of pupils' behaviour is exceptional and during lessons pupils remain focused and fully engaged.

- Effective routines and systems are embedded within the school in such a way that enables teachers to maintain their creativity at all times.

Even better if;-

- ...the few inconsistencies in marking that were seen were eliminated. To support the learning process verbal feedback is given at every opportunity and marking is particularly effective when pupils' respond to challenging and thought provoking questions. In a few instances, these questions had not been answered and the class teacher had not followed this up.

Quality of Area of Excellent Practice

Brindishe Green School identified distributive leadership as an area excellence. Evidence gathered during the review clearly confirmed that distributive leadership is indeed an area of excellence.

The school has identified this as an area of excellence because it has deepened over the years and permeates into the values and ethos of the school. The three Outstanding Brindishe Schools working effectively together have further strengthened it. The leadership team have encouraged all members of the school community to take responsibility and have opportunities to lead. They have enabled this through modelling leadership and giving everyone the opportunity to lead, and the "space to grow". Pupils, teachers, teaching assistants, play leaders, governors and other members of the school community are valued and become part of teams who carry out tasks which are self-generated e.g being part of an inset where they showed good practice in a market place-style, individually or through teams working on school improvement strategies like the new curriculum or assessment.

Pupils show leadership by being part of teams such as anti-bullying ambassadors and Right and Respecting teams. They ask themselves within these teams "What can I do to improve the school?" They then lead assemblies and share their ideas.

There is one governing body across the whole federation of schools. They all meet together and there are no sub-committees. Every issue is addressed as one body,

although smaller teams are used to work on specific areas of work. These teams have a clear task and all governors on the team will contribute to the work.

Middle leaders reflect this distributed leadership and mirror the ethos and values of the senior leaders. They feel valued and are highly motivated to take responsibility to lead. They feel that it is very much a team effort across the federation. They willingly contribute thoughts and ideas across the three schools and as a result, feel included.

The impact of all this on pupils is that they have a voice and they know they have responsibility for their own learning and work, which strengthens their school community and the federation of schools. The school has a number of partnerships and their model of distributed leadership is strengthened when they share good practice with others.

Partnerships

Brindishe Green openly supports and collaborates with the other two schools in their federation. The school's leaders have a very clear philosophy which promotes a willingness to engage in any partnerships with one proviso; it has to result in beneficial outcomes for their pupils. They are also outward-looking and will happily work with other schools to boost the chances of the youngsters in those establishments. The visionary Executive Headteacher and Associate Headteacher make the most of every opportunity to set up beneficial partnerships, so as a consequence, the school has a wide range of links too vast for the purposes of this report. A few of the main ones will therefore be highlighted.

The school has a very close working relationship with Lewisham local authority. They act as moderators for Key Stage 2 and Early Years Foundation Stage assessments for schools in the borough. They have capitalized on their area of excellence and led leadership courses, and more recently, have promoted and presented their STEPS programme of assessment in 'life after levels.' They have benefited directly from local authority sponsorship in setting up their unique "Place To Be" facility on the premises designed to work with and support pupils with mental health issues and their parents. This is a highly-prized and effective initiative. They also have close ties with the Lewisham Music Hub. The deputy headteacher serves on the strategy board and this has led to a tremendous range of

experiences in music for the pupils to enjoy, including music tuition, establishing choirs, as well as attending prestigious concerts and events.

With the Executive Headteacher being a senior partner in Challenge Partners, it is no surprise that Brindishe Green has a massive influence in the company. They lead the Brindishe hub of thirteen schools, becoming the only primary school to have this accolade. They are also leading a steering group to develop a Challenge Partners Primary Network, which will lead to a more directed support network for primary schools. They were the lead school in the Challenge Partners Early Years project and regularly host Reviewer Training. They provide admirable support for schools in East Sussex, particularly one requiring help with mathematics. They hold an annual Marketplace event where staff at all levels and all roles have the opportunity to share expertise and strategies. This occurs with all schools across their partnership. They have piloted schemes for Challenge Partners, for example the Arbor Management System.

They have close links with a plethora of theatre groups, dance troupes, libraries, secondary schools, private schools, museums and galleries. All of these are for the direct benefit of the pupils and they unquestionably richly enhance their educational experience. They are also closely involved with the Lewisham School Sports Partnership. They have many business links exemplified by Lloyds TSB who have sent staff into school to work with pupils and additionally, have provided funding to support various projects.

There is no doubt that the wide ranging partnerships the school has links with not only enable learning experiences the pupils may miss out on, but this clearly also plays a significant part in their learning, and ultimately, high levels of achievement.

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?

None at present for themselves although the school will always willingly support other schools in their Hub, and throughout Challenge Partners as a whole.