

Cultural Diversity Quality Standard

Assessment Report

Name of school:	Brindishe Lee Primary School
Peer assessor:	Camilla Chandler-Mant
School colleague/s:	Liz Watson
Peer assessment date:	1/12/2012
Level of Award:	Diamond

Assessment for Cultural Diversity Quality Standard Diamond Award

Context

Brindishe Lee School is a primary community school. It is federated with Brindishe Green School and recently entered into partnership with Lee Manor School, the schools work very closely together. The federation is run by the Executive Headteacher Dame Vicki Paterson; the Associate Headteacher of Brindishe Lee is Diane Spalding. Brindishe Lee is a one form entry school with 280 students on role. Almost 30% of children have English as an additional language and some 22 languages are spoken at the school. Approximately a fifth of students have a special educational need or a disability. The proportion of children known to be eligible for free school meals is lower than the national average. As well as holding the Cultural Diversity Quality Standard Gold Award the school also holds the Inclusion Mark, PEQS (Parental Engagement Quality Standard), Arts mark Gold, the Geography Mark Gold and the Sportsmark Gold.

Standard 1: Ethos

The ethos of the school is fully inclusive; it recognises the diversity in its intake of children and seeks to celebrate it as often as possible. The school understands the symptoms of possible inequality and works hard to develop opportunities for all children. Related to this is the way the staff and leadership of the organisation seek to steer the school direction whilst listening and responding actively to the needs of their families. The importance given to the development of ethos and school culture promotes ownership across the organisation which makes it 'greater than the sum of its parts'. The promotion of community cohesion at the school extends far further than the school day. Parents report the hugely positive effect the school has had on gelling the community. Brindishe Lee has achieved the UNICEF Rights Respecting Schools Award in recognition of its approach to The Convention on the Rights of the Child.

Standard 2: Achievement

Achievement at Brindishe Lee is outstanding. This was noted by OFSTED at the last inspection (October 2011); outcomes for individual groups of children were graded as 1. Students make good progress on entry to the school and by the end of Year 2, attainment in reading, writing and mathematics is well above the national average. This rate of progress accelerates as the children progress up the school.

Children leaving Brindishe Lee School are performing at levels significantly higher than children nationally in literacy and numeracy. The school is adding significant value; all children make progress and achieve a high standard relative to their starting points. The school has a very well-honed tracking process of students and is able to accurately identify how well each individual group is progressing and achieving. Though there are variations there is no pattern of underachievement in any group.

Standard 3: Curriculum

Brindishe Lee states that all policies are underpinned by a commitment to cultural diversity and equality. The school's integrated *Policy for Learning* states that 'We learn best when we feel a sense of belonging

and inclusion'. The curriculum at the school clearly reflects these commitments. In 2011 OFSTED noted that:

'Children' 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 curriculum reflects the diverse cultural make-up of the school; staff feel it is very important to recognise and celebrate the heritage of its families (and thus engage more), this is promoted through curriculum projects that can be worked through at home and at school and demonstrates the value the school places on developing its relationship with families. Documentation from Brindishe Lee shows very clearly how the curriculum covers cultural diversity and equality; examples given are both comprehensive and relevant.

Standard 4: Parent/Carer and Community Engagement

The school is fully outward facing. The school leadership recognises the need to engage the community in its broadest sense and understands that this approach builds the social capital of the children and families. Brindishe Lee uses a variety of different partner organisations to enhance its curriculum and pastoral offer, for example local religious groups. The school understands the link between community engagement and raising attainment. Relationships appear to be reciprocal and Brindishe Lee has developed an 'outward facing' and works in partnership with its community.

Informal engagement with parents is the corner stone of the school ethos and for this reason Brindishe Lee has an outstanding relationship with its parent and carer group. The context of the school provides a diverse picture; it comprises of families from all socio-economic groups and from a wide variety of cultural backgrounds. No one cultural group dominates. The school's parent group PHAB is an excellent example of how the school has promoted community cohesion; parents realise that all cultural groups need to properly represent the parent body and actively encourage participation from parents of all backgrounds. The school has recently achieved the SSAT Parental Engagement Quality Standard in recognition of its work with parents; of particular note was full recognition by the school of cultural context.

Standard 5: Staff and Governors

Teaching and support staff at Brindishe Lee are fully committed to creating a culturally inclusive environment. Staff understand that if quality of opportunity does not exist for each cultural group and they do not actively promote all aspects of community cohesion students will not achieve well at the school. Staff training on cultural diversity and equality reflects this approach; the UNICEF Rights Respecting Schools training is a good example. Governors also receive relevant training on cultural diversity and equality which helps cement this area as a foundation of the school.

Standard 6: Specific Projects and/or Innovations

Brindishe Lee is federated with Brindishe Green School having been in partnership for 5 years; this partnership is now being enhanced by working closely with Lee Manor School. The work the schools develop and participate in together is outstanding. The schools have very different cultural and ethnic communities and the partnerships serve to build trust and enable celebration of cultural diversity. Joint projects include twinning and international links and the Rights Respecting Schools Award linked with the development of student voice.

Both schools seek to share their expertise and experience with other schools and are involved in a number of projects locally and nationally, for example Brindishe Lee is a National Support School. The school's achievements have been recognised by many awarding bodies, including the Healthy Schools Award, Arts Mark Gold, Eco Schools and the Inclusion Mark. All show a commitment to equality of opportunity for students.

Summary

Brindishe Lee School fully satisfies the criteria for the CDQS Diamond award. The staff understand the needs of the families they have contact with and seek to provide an environment and education which promotes success for all. The school is outward facing and seeks to both learn from others and help others succeed. Parents and staff feel the school is central to the development of the local community and actively use it to promote community cohesion. Brindishe Lee is constantly evaluating its own work which serves to sharpen its offer to the local community.

The fact that Brindishe Lee is part of a larger federation/partnership of schools adds a huge amount of value. Staff are able to learn from one another in a fully supportive environment; this sharing of good practice is a key reason why the Diamond CDQS has been awarded.

Peer Assessor: Camilla Chandler-Mant

Date: 7/1/2013