



Inclusion Quality Mark (UK) Ltd

16th May 2013

Dame Vicki Paterson
Headteacher
Brindishe Green School
Beacon Road
London SW16 6EH

Assessment Date: 8th & 9th May 2013

Summary

Brindishe Green is an impressive, innovative, welcoming, friendly and inclusive school within which an ethos of high expectations, trust and commitment make its motto of “Together we’re more” come alive in practice. The school expects and works towards high achievement for all, as a result of which it is very successful with pupils’ academic and social development.

The school’s values and approach to learning are driven by the inspirational, purposeful, enabling and highly effective leadership of the executive headteacher and her senior team. Their belief that all pupils can and will achieve is unshakeable and is at the root of the school’s ability to remove barriers to learning within a spirit of trust and high expectations for all. As a result, the school’s values permeate its practice and are shared by the school community.

Pupils’ behaviour is excellent. They are polite, courteous and confident and clearly love coming to school. Pupils are very proud of their school and say they find learning fun. When asked what they liked about the school, comments included, “We like the teachers”, “We like everything”, “We are given lots of opportunities, like radio broadcasting”, “Activities are fun” and “We get all the materials we need.”

Pupils’ relationships with staff are very positive. Comments included, “Teachers are kind and they listen”, “There are many adults to talk to”, “Teachers give you prizes and fun activities”, “We can give our opinions to teachers” and “We are sad when teachers leave.”

The staff’s commitment to the school’s values and motto (Together we’re more) is clearly demonstrated in lessons, small group work, staff meetings and staff briefings and through exemplary teamwork. Staff’s positivity and pride in the school is admirable. Comments included, “We all work as a team, pull together and support each other.”

Staff work closely together within a culture of mutual respect and trust. They really appreciate the development opportunities they are given by working across the federation and partnership schools. This not only helps with career development, but also promotes a commonality of approach across the three schools.

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Relationships between all staff are supportive, purposeful and friendly. Comments included, “We are exceptionally close here”, “You always have that support around you”, “We feed ideas off each other”, “There’s a very equal relationship between teachers and teaching assistants”, “I’m asked my opinion”, “We all have different skills to bring to the school” and “Staff are friendly and fun.”

Parents and carers are very positive about the school and really appreciate the friendliness and approachability of all staff. Comments from parents included, “My children want to be here”, “The children just enjoy coming to school”, “Staff are cooperative and supportive”, “Teachers make it very easy to speak to them”, “The parent/school partnership is like a marriage” (this was expressed in a very positive way), “Teachers and the management are brilliant”, “The school doesn’t just bring up problems, it will investigate and listen”, “There’s a magical five minutes before and after school when we can talk to the teachers. They do not shy away”, “Staff are very accessible”, “The admin staff are good: messages are always followed up”, “Staff let us know what’s going on”, “Parents are not worried to speak up” and “We are very happy with the support from staff.”

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years’ time.

Assessor: Barry Gilhooly

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Name of School:	Brindishe Green School
Executive Headteacher:	Dame Vicki Paterson
Associate Headteacher:	Sarah Gorbutt
Date of assessment:	8 th & 9 th May 2013
Final assessor/s:	Barry Gilhooly
Successful:	Yes

Context of the School and Sources of Data

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. A higher than average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils who have a statement of special educational needs is below average. Higher than average proportions of pupils are known to be eligible for free school meals. The Early Years Foundation Stage consists of two Nursery classes and three Reception classes. The school has gained the Healthy School, Artsmark Gold, Activemark, Sing Up Gold, Cultural Diversity, Clean and Green Schools' Gold and Equal Schools awards. Brindishe Green is also a Rights Respecting School. It is federated with Brindishe Lee Primary School and is in partnership with Lee Manor Primary School.

Portfolio and Other Supporting Evidence

The two day IQM visit included interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, the two assistant headteachers, inclusion coordinator, gifted and talented coordinator, attendance and welfare officer, NQTs, school nurse, place2be manager, LA attendance and welfare officer, teacher from New Woodlands School, targeted intervention worker, teaching assistants, governors, pupils and parents. The visit also included a tour of the school, visits to all classrooms and observation of morning briefing, staff meeting, small group activities, assembly, lunchtimes and start/end of school procedures.

Documentation included the 2012 Ofsted report, data analysis information (including RAISE online), school community development plan, lesson observation records, governors' meeting minutes, school achievement review, curriculum document, inclusion policy and school prospectus and information from the school's website.

Element 1 - Learner Progress

Evidence: School data analysis, school achievement record, pupils' work and displays.

Strengths:-

- Termly assessment weeks followed by class and pupil progress meetings ensure that whole school tracking of pupils' progress is very effective. Rates of progress are colour coded on the tracking system and draw helpful attention to pupils requiring additional support. Relevant intervention programmes for literacy and numeracy are informed by this careful data analysis, as a result of which pupils make outstanding progress overall by the end of Year 6.
- The school is very ambitious for all its pupils and this approach is evident in the attention staff give to the progress pupils make. Staff's high expectations are rewarded by high achieving pupils who also develop a love of learning. This is complemented very effectively by the work of the Brindishe Schools' federation and its partnership with Lee Manor Primary School.
- Pupils know what they are expected to achieve, not only through target setting, but also through good opportunities for peer and self assessment.
- The school's needs led, target focused approach is clearly shared by all staff with real commitment and enthusiasm. This makes a very significant contribution to the excellent progress pupils make. There is a tangible feeling within the school of a collective effort to help pupils to aim high and learn to the best of their ability. As a result, learning is not only effective, but also fun for pupils.
- Teachers and teaching assistants know the pupils well. This, together with a school ethos that believes in and promotes high achievement for all pupils, ensures that excellent attention is paid to individual needs. For example, small group interventions in literacy and numeracy ensure pupils' targets and needs are supported effectively so that they make good or better progress in relation to their starting points. Comments from staff included, "We exhaust every avenue to support our children."
- The practice of pupils supporting each other's learning, for example, through paired working, peer assessment and older pupils reading to younger ones, helps them to make good or better progress with their learning.
- The school's highly successful approach to promoting good attendance and punctuality makes a very effective contribution to the outstanding progress pupils make overall.
- Pupils' achievements are celebrated in many ways, for example, through weekly praise assemblies, where achievement, effort, and attendance are celebrated. Displays of pupils' work in classrooms and around the school, and displays of certificates and other awards the school has received, also help celebrate achievement successfully. All these promote pupils' progress very effectively throughout the school.

Areas for development:-

The school has already identified areas for further development in the school community development plan:-

- Attainment in writing moves closer to attainment in reading by Autumn 2013.
- More children aspire to and achieve at level 3 at age 7 and level 6 at age 11.

Element 2 - Learner Attitude, Values & Personal Development

Evidence: Tour of school, visits to all classes, interviews with pupils, NQTs, parents and governors, and observation of start/end of school day, lunchtimes and assemblies.

Strengths:-

- Pupils' behaviour is excellent. They are polite, courteous and confident and clearly love coming to school. Pupils are very proud of their school and say they find learning fun. When asked what they liked about the school, comments included, "We like the teachers", "We like everything", "We are given lots of opportunities, like radio broadcasting", "Activities are fun" and "We get all the materials we need."
- Relationships between pupils are very good in classrooms, around the school and in the playground. Comments included, "We like meeting other children", "We like helping children to get through school" and "We like helping children to be more educated."
- Pupils' relationships with staff are very positive. Comments included, "Teachers are kind and they listen", "There are many adults to talk to", "Teachers give you prizes and fun activities", "We can give our opinions to teachers" and "We are sad when teachers leave."
- In lessons, pupils are well focused on their learning and clearly enjoy their work. This is confirmed by the enthusiastic way they come into school in the morning, the positive way they talk about their work and the fact that they see learning as 'fun'. They are used to working cooperatively in pairs and small groups and do so with ease and confidence.
- Pupils are given a good range of opportunities to take responsibility, for example, through children's action teams, i.e. as young interpreters, anti-bullying ambassadors, playground buddies and eco team members. They take these responsibilities very seriously and enjoy helping other children.
- An impressive range of clubs and after school activities including radiobroadcasting, dance, choir, French, art, football, tennis, multi-skills, cricket, violin, ukulele, crafts, drama, chess, basketball and booster classes promote pupils' learning very effectively.

Areas for development:-

The school has already identified areas for further development in the school community development plan:-

- Develop children's ability to keep themselves safe, in their home, in their local area, online and with their peers (awareness of substance abuse, sexual health and internet safety especially social networking).

Element 3 - Leadership & Management

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, two assistant headteachers, inclusion coordinator, NQTs, teaching assistants, governors and parents.

Strengths:-

- The school's values and approach to learning are driven by the inspirational, purposeful, enabling and highly effective leadership of the executive headteacher and her senior team. Their belief that all pupils can and will achieve is unshakeable and is at the root of the school's ability to remove barriers to learning within a spirit of trust and high expectations for all. As a result, the school's values permeate its practice and are shared by the school community.
- The executive headteacher, associate headteacher, deputy headteacher/inclusion manager, assistant headteachers and inclusion coordinator work in close partnership in a task focused culture to secure the aims of the school and federation. Within their unique roles and accountabilities they readily share expertise and hold collective responsibility for all outcomes. As a very united and strong team together with other staff, they successfully take forward the school's focus on achievement for the benefit of all pupils. A clear sense of commonality of purpose with distributed and effective leadership is very tangible throughout the school. There is a very palpable sense of team work.
- The executive headteacher and associate headteacher are highly regarded by pupils, staff, parents and governors for their approachability, commitment, professionalism, and clarity of vision. Their manner and openness are valued by staff and have played a key role in the school's move from "notice to improve" to "outstanding".
- The senior leadership team articulate very clear and shared expectations and provide clear guidance and feedback to all staff, for example, following lesson observations or data scrutiny after assessment week. This promotes and reinforces the school's commitment to raising standards for all very effectively.
- The deputy headteacher/inclusion manager and inclusion coordinator are highly effective at ensuring that all staff identify, support and evaluate the particular needs and outcomes of all pupils. As a result, pupils make outstanding progress overall.
- Governors have an excellent understanding of the school's priorities and have played a key strategic role in the school's journey to "outstanding" through highly effective, innovative ways of working. For example, the governing body uses time-limited and flexible membership working parties instead of committees to carry out its work. This enables the leadership teams to be agile and very responsive, able to draw upon a wide range of expertise and strength as and when it is needed.
- The Brindishe Schools' Federation and partnership with Lee Manor Primary School provide staff with valuable leadership and management opportunities across all three schools, for example, through mentoring, moderation of standards and joint training.

- The school community development plan clearly demonstrates the school's commitment to raising standards further, for example, in relation to pupils' writing and through the promotion of independent, autonomous, personalised and differentiated learning.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Build and strengthen the senior and middle leadership teams with their partner school Lee Manor, in order that even more children's aspirations and achievements across the curriculum can be met.
- The school may wish to consider making a film about the impressive leadership and working practices at Brindishe Green and its partnership schools in order to share the success it has had with raising standards through an exemplary team approach with staff, pupils, parents and governors. It would be extremely valuable for this journey to be shared with other schools.

Element 4 - Staffing System & Organisation

Evidence: Observation of staff meeting and morning briefing, and interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, both assistant headteachers, inclusion coordinator, NQTs, teaching assistants, governors and parents/carers.

Strengths:-

- The staff's commitment to the school's values and motto (Together we're more) is clearly demonstrated in lessons, small group work, staff meetings and staff briefings and through exemplary teamwork. Their positivity and pride in the school is admirable. Comments included, "We all work as a team, pull together and support each other."
- Staff work closely together within a culture of mutual respect and trust. They really appreciate the development opportunities they are given by working across the federation and partnership schools. This not only helps with career development, but also promotes a commonality of approach across the three schools.
- Relationships between all staff are supportive, purposeful and friendly. Comments included, "We are exceptionally close here", "You always have that support around you", "We feed ideas off each other", "There's a very equal relationship between teachers and teaching assistants", "I'm asked my opinion", "We all have different skills to bring to the school" and "Staff are friendly and enjoy their work."
- Performance management is very well embedded across the school and staff have benefited from a wide range of training courses, for example, planning and learning environments, talk for writing, health/safety/safeguarding, target setting, provision mapping and planning personalised learning.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Increase and develop the range of external intervention and support services which can be deployed in school to further strengthen the school's provision and capacity to meet the needs of all of their children and families.

Element 5 - The Learning Environment

Evidence: Tour of the school and visits to classrooms.

Strengths:-

- The learning environment inside and outside the school is of very good quality. Attractive and colourful displays, for example, featuring Space, the Romans, Somcuba School (South Africa), Victorian Toys, writing based on The Dragon Kite, the Willow Tree Pattern and Halibut Jackson, pastel drawings about Tutankhamen and vegetables and clay models of the terracotta army, promote learning as well as the school's values effectively in classrooms and around the school.
- Good use is also made of interesting objects and artefacts from around the world that can be found displayed on window sills and other areas all over the school. Pupils are trusted to handle these with care and they do since they have a very good awareness of the collective ownership of school property.
- Displays also demonstrate that pupils' work and achievements are highly valued in the school. These include pupils' poems, stencilled using large letters and found on walls all over the school, which are particularly striking for their thought provoking content. Boards, for example, celebrating good attendance and children's action teams, together with displays of certificates and trophies, celebrate pupils' efforts and reinforce the idea that all their achievements are valued by the school.
- The outside area is interesting, attractive and safe. It includes a trim trail, garden area with raised beds, discrete ball games areas, rooftop playground, seating area, quiet garden, playground games grids, stage area and a forest area (for the forest school). These promote both academic and social learning very successfully.
- Space in the school is used well, with all areas and designated spaces in corridors and halls utilised effectively to support pupils' learning, particularly those with additional needs. The school also benefits from having designated rooms for cooking, art, music, ICT and specialist small group work.
- The school is very well maintained and is kept spotlessly clean and tidy, both inside and out, which makes an effective contribution to the overall high quality of the learning environment. It is impressive to see such a large and expansive school, used by sometimes up to a 1000 people a day so consistently well cared for and presented.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Continue to develop the grounds to exploit the potential for outdoor learning and learning beyond the classroom.

Element 6 - Teaching & Learning

Evidence: Classroom visits, assessment data, RAISEonline, interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, assistant headteachers, inclusion coordinator, NQTs, teaching assistants, governors and parents/carers, and displays.

Strengths:-

- Teaching is regularly monitored by the very knowledgeable and ‘hands-on’ Associate Headteacher and her senior staff and also through peer observations. The resulting data indicates that the vast majority of teaching is good or better, with more than half outstanding in quality.
- There is an exemplary level of trust between staff which promotes an open approach to learning from each other. This leads to the sharing of good practice amongst staff across the three schools through lesson observations, moderation of standards and staff development. This openness exemplifies the staff’s high levels of commitment to the school’s values and is commendable.
- Brindishe Green’s values and motto are promoted well in lessons as evidenced by pupils’ very positive attitudes to learning. For example, pupils say teachers make learning fun and always help them when they need it. As a result, they concentrate well in lessons and their behaviour is excellent.
- Teachers and teaching assistants have high expectations of all pupils. Progress is monitored through termly progress meetings, in order to ensure that pupils are on track to achieve their targets. Relevant action is taken where underachievement is identified. Teaching assistants also attend the progress meetings and play a valuable role in supporting pupils who require additional help.
- The school uses active, visual, oral and aural teaching styles, as a result of which pupils of all abilities enjoy and are enthusiastic about their learning and make outstanding progress.
- Good attention is paid to pupils of all abilities, including those who are gifted and talented, through differentiation in lesson planning. For example, Year 6 pupils aiming for level 6 in their SATs receive specialist additional support in English and mathematics from a local private school. Other booster groups support different Year 6 pupils with their learning.
- An impressive range of educational visits, for example, to the British Museum, Royal Opera House, Horton Kirby, Barbican, Greenwich Planetarium, Mudchute City Farm and the BBC, together with links to the Somcuba School (South Africa), help to broaden the curriculum.
- Visitors to the school, including members of the Royal Philharmonic Orchestra, Bike-it, Chinese Fan Dance Group, Levi Roots and a BBC radio adviser enhance pupils’ learning effectively.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Develop further every teacher's professional portfolio in order to secure their ability to plan and deliver personalised learning for every child.

Element 7 - Resources & ICT

Evidence: Tour of school, visits to classrooms and displays.

Strengths:-

- The school is very well resourced. Resources are fit for purpose and are used effectively by all staff. Pupils are trusted with resources and know, for example, that if they need materials to take home to continue their learning, they can do so. The school is rewarded by this trust since pupils handle this privilege very sensibly by not taking advantage of the access they have.
- Provision for ICT is good. For example, computers, laptops, tablets, whiteboards and a managed learning platform (Fronter) are used effectively to support pupils' learning across the curriculum.
- Pupils with special and additional educational needs are very well supported through resources and specialist equipment such as ICT programs to develop their language skills. In addition, the accommodation is used flexibly and effectively to support particular needs, for example, in relation to small group work.
- The managed learning environment (Fronter) offers valuable learning opportunities for pupils, both in school and at home. Parents also have access to helpful school information through Fronter as well as through the user friendly school website which can be easily accessed in all home languages.
- The school building is used well as a resource. Every available space is used effectively to support and promote learning, particularly in relation to pupils' additional needs. As such, the use of small rooms, corridors and halls is maximised.
- The outside area, already described in the learning environment section above, is used very effectively to promote both academic and social learning.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Extend the use of modern technology to support the range of learning needs and enhance learning and communication.
- Give children even more opportunities to learn beyond the classroom, outside the classroom and in the outdoors.

Element 8 - Parents & Carers

Evidence: Observations in playground before/after school and interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, both assistant headteachers, inclusion coordinator, NQTs, teaching assistants, governors and parents.

Strengths:-

- Parents/carers are very positive about the school and really appreciate the friendliness and approachability of the associate headteacher, deputy headteacher and staff. Comments from parents included, “My children want to be here”, “The children just enjoy coming to school”, “Staff are cooperative and supportive”, “Teachers make it very easy to speak to them”, “The parent/school partnership is like a marriage” (this was expressed in a very positive way), “Teachers and the management are brilliant”, “The school doesn’t just bring up problems, it will investigate and listen”, “There’s a magical five minutes before and after school when we can talk to the teachers. They do not shy away”, “Staff are very accessible”, “The admin staff are good: messages are always followed up”, “Staff let us know what’s going on”, “Parents are not worried to speak up” and “We are very happy with the support from staff.”
- Parents believe that the school’s communication with them is excellent. They receive text messages, emails and newsletters and find it easy to talk to staff in the playground at the start or end of the school day if needed. They also have access to useful school information through the managed learning environment (Fronter) and the school website. Above all, they value the approachability of staff and the support given to their children and themselves by the school.
- Parents feel very involved with pupils’ learning and with the life of the school. They are invited to support pupils as volunteers, to help with school trips, be part of mid-year reviews and to attend workshops and assemblies. They are also consulted about school issues via newsletters and the school website.
- Parents are made very welcome in the school. For example, the school’s procedures at the start and end of the school day reinforce this very effectively since access to staff is made so easy. It is no wonder that these times have been described as “magical” by a parent since they offer a calm and positive start and end to the school day for parents and pupils. This clearly demonstrates the genuine partnership the school has with parents and is commendable.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Develop virtual classrooms through our Managed Learning Environment (MLE) to encourage and enable parents/carers to engage with their child’s learning at home.
- Support and continue to build an inclusive and diverse active Parent/Carers’ Association.

Element 9 - Governors, External Partners & Local Authority

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, both assistant headteachers, inclusion coordinator, gifted and talented coordinator, NQTs, teaching assistants, governors, parents, school nurse, place2be manager, LA attendance and welfare officer, teacher from New Woodlands School, targeted intervention worker.

Strengths:-

- Governors are very actively involved in the school and know it extremely well. They are particularly proud that at its core, the school does what is best for the whole child, with inclusion integral to everything. This approach also applies across the federation with Brindishe Lee (which has a joint governing body with Brindishe Green) and the partnership with Lee Manor.
- Governors work together as a team with staff very successfully and rightly place pupils at the centre of what they do. They believe that, “Every child is our child” and work to that end. They are also very clear about the overriding purpose of the governing body: “We are here for the children.”
- Governors work in a task-focused, organic and non-hierarchical way, using working parties and not committees to carry out their duties as a governing body. This innovative approach has been particularly successful, for example, in taking Brindishe Green to “outstanding”, through having both federation schools as “outstanding” and its partner school rapidly moving towards achieving this judgment.
- Governors are very clear about the school’s priorities and remain highly ambitious for the school to remain “outstanding”. Partnership working with the executive headteacher and associate headteacher and staff at all levels is excellent. There is clearly a high level of trust and mutual respect and appreciation between governors and staff, but within a context where challenge and openness are seen as key elements of the relationship.
- Through governing body meetings, working groups, learning walks with the senior leadership team, and attendance at events and school trips, governors have an excellent understanding of the school’s work.
- Governors have undergone a helpful range of training, including data protection, health & safety and safer recruitment.
- The school has excellent relationships with outside agencies. All the agencies feel valued and believe the school’s practice is exemplary: communication is very good, they feel part of the school team, the school always follows up on issues and returns calls, teachers are supportive and get actively involved, teachers know them and say hello, and the school is always welcoming. Above all, the agencies value the school’s inclusive ethos.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Ensure all policies, practices and provision are consistent across the school and federation of schools whilst retaining the unique personality of each school within its community.

Element 10 - The Community

Evidence: Interviews with the executive headteacher, associate headteacher, deputy headteacher/inclusion manager, both assistant headteachers, inclusion coordinator, NQTs, teaching assistants, governors and parents.

Strengths:-

- Developing and celebrating a sense of community is at the heart of what Brindishe Green does, as is evident from its school community development plan. It is successful with this endeavour and as a result brings to life its motto, “Together we’re more.”
- Through Brindishe Green’s federation with Brindishe Lee and the federation’s partnership with Lee Manor, pupils have useful opportunities to participate in events such as art, music, drama and sports across the three schools. In addition, staff expertise is shared very effectively through the partnership of schools, for example, in relation to specialist teaching at the highest levels, curriculum development, mentoring, joint training and the moderation of standards.
- Brindishe Green has built very good links with receiving secondary schools. It has also fostered an excellent relationship with a local private school which provides valuable opportunities for gifted and talented pupils to be challenged as they work towards achieving level 6 in their SATs and provides Saturday morning enrichment classes for less advantaged children from across the three schools.
- The school makes good use of local music, theatre and music companies to enhance the curriculum. For example, the Royal Philharmonic Orchestra and the BBC have worked closely with pupils to develop their understanding of music and radio broadcasting.
- The school helpfully promotes and signposts parents/carers to the local Health Centre, Leisure Centre, Children’s Centres, Young Carers’ Group, Parents’ Group and church.
- Pupils participate in local sports tournaments and community events, for example, singing in the local church. Volunteers from the local community, who help with reading and gardening, make a valuable contribution to school life.
- An impressive range of clubs and after school activities including dance, choir, French, art, football, tennis, drama, chess, basketball and booster classes promote pupils’ learning very effectively. It has recently secured substantial funding to provide free family fitness classes.

Areas for development:-

The school has already identified areas for further development in the school community development plan, including:-

- Build more links with local and national businesses and organisations, including more secondary schools to maximise learning and achievement for all.

Summary

Brindishe Green is an impressive, innovative, welcoming, friendly and inclusive school within which an ethos of high expectations, trust and commitment make its motto of “Together we’re more” come alive in practice. The school expects and works towards high achievement for all, as a result of which it is very successful with pupils’ academic and social development.

The school’s values and approach to learning are driven by the inspirational, purposeful, enabling and highly effective leadership of the executive headteacher and her senior team. Their belief that all pupils can and will achieve is unshakeable and is at the root of the school’s ability to remove barriers to learning within a spirit of trust and high expectations for all. As a result, the school’s values permeate its practice and are shared by the school community.

Pupils’ behaviour is excellent. They are polite, courteous and confident and clearly love coming to school. Pupils are very proud of their school and say they find learning fun. When asked what they liked about the school, comments included, “We like the teachers”, “We like everything”, “We are given lots of opportunities, like radio broadcasting”, “Activities are fun” and “We get all the materials we need.”

Pupils’ relationships with staff are very positive. Comments included, “Teachers are kind and they listen”, “There are many adults to talk to”, “Teachers give you prizes and fun activities”, “We can give our opinions to teachers” and “We are sad when teachers leave.”

The staff’s commitment to the school’s values and motto (Together we’re more) is clearly demonstrated in lessons, small group work, staff meetings and staff briefings and through exemplary teamwork. Staff’s positivity and pride in the school is admirable. Comments included, “We all work as a team, pull together and support each other.”

Staff work closely together within a culture of mutual respect and trust. They really appreciate the development opportunities they are given by working across the federation and partnership schools. This not only helps with career development, but also promotes a commonality of approach across the three schools.

Relationships between all staff are supportive, purposeful and friendly. Comments included, “We are exceptionally close here”, “You always have that support around you”, “We feed ideas off each other”, “There’s a very equal relationship between teachers and teaching assistants”, “I’m asked my opinion”, “We all have different skills to bring to the school” and “Staff are friendly and fun.”

Parents and carers are very positive about the school and really appreciate the friendliness and approachability of all staff. Comments from parents included, “My children want to be here”, “The children just enjoy coming to school”, “Staff are cooperative and supportive”, “Teachers make it very easy to speak to them”, “The parent/school partnership is like a marriage” (this was expressed in a very positive way), “Teachers and the management are brilliant”, “The school doesn’t just bring up problems, it will investigate and listen”, “There’s



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a magical five minutes before and after school when we can talk to the teachers. They do not shy away”, “Staff are very accessible”, “The admin staff are good: messages are always followed up”, “Staff let us know what’s going on”, “Parents are not worried to speak up” and “We are very happy with the support from staff.”

Assessor: Barry Gilhooly

Date: 16th May 2013