



Inclusion Quality Mark (UK) Ltd

30th June 2016

Ms Sarah Gorbutt
Headteacher
Brindishe Green School
Beacon Road
London SE13 6EH

Assessment Dates: 28th and 29th June 2016

Summary

Brindishe Green is a much larger than average-sized primary school in Lewisham and forms part of a federation of three schools. It is culturally rich, vibrant, very welcoming and indeed, a pleasure to visit. Inclusion is at the heart of its work, where an ethos of team work and mutual respect amongst all stakeholders, is strongly evident, reinforced through its motto *'Together we're more'*.

The ethos of the school encourages sharing and supporting of each other, where everyone is willing to ask, and indeed, offer help. Staff are experienced, highly trained and enthusiastic. They have a passion and commitment to developing pupils' learning as well as continuously developing their own knowledge and expertise, in order to be better equipped to meet the diverse needs of all pupils. The school's 'Pop-Up' model of professional development is highly effective in responding to the immediate needs of the school and all staff are involved in delivering this personalised training. Staff model school expectations and develop excellent relationships with their pupils, thus enabling them to have a deep understanding of their strengths and areas of development.

Pupils feel safe, happy and included, and are encouraged to do their best, irrespective of ability, disability, family structure, social background, ethnicity or gender. Consequently, they make outstanding progress from their original starting point. They talk of their school and teachers with admiration and pride. *"Our teachers are firm but fair, every day is different. Our school is brilliant!"*

Pupils are offered a rich, varied and creative curriculum, which caters for all learning styles and supports the inclusive ethos. Teachers plan personalised and stimulating learning activities, enabling pupils to learn through a flexible approach thus encouraging a feeling of commitment and belonging.

Classrooms are busy and happy places to be, where pupils are focussed on, and fully engaged in, their learning in a calm and purposeful learning atmosphere. Pupils are friendly, polite and able to talk confidently about their learning. There are high quality displays, which are informative and reflect the achievement and abilities of all pupils

and a wide range of well-organised and stimulating resources. Meticulous planning is applied to the timetabling of all available learning spaces to ensure maximum benefit for pupils.

All pupils have access to the outdoor learning environment where there is an array of exciting resources for pupils to explore, take risks and learn, including a forest school, stage, roof top pitch and vegetable garden, where pupils have the opportunity to grow and sample their produce.

As a Rights Respecting School pupils learn the importance of taking responsibility and being respectful; they are encouraged to make decisions involving their learning and their school. This includes choices such as wearing school uniform; allowing them to express their individuality and recognise they have a voice, which is valued. Some multi-lingual pupils go on to train as young interpreters, welcoming and supporting pupils and families from non-English backgrounds, promoting a sense of community and good citizenship.

Emotional and educational support for pupils is excellent. Members of staff have a very good knowledge of the individual needs of all pupils, understanding their medical and academic needs, social and emotional needs and family histories. This is strengthened by the school's in-house therapeutic centre Place 2 Be and Resilience Groups. As a result, pupils feel nurtured and happy to be in school.

Educational visits are regarded as an essential ingredient for extending and enriching the curriculum, providing many first hand experiences for pupils, in particular for those who would not otherwise be exposed to such enrichments due to financial or other restraints.

External partners are highly complimentary about the school, commenting on the positive attitude of staff and warm welcome which they receive, stating that, *"Staff here, value our input, they ask for our opinions, and put into place our suggestions. The welcome here is second to none!"*

The school values open communication and school leaders and staff are available each morning at the school gate to discuss areas of concern. This results in a happy environment where families feel confident in expressing their views, knowing they will be heard and addressed. As one parent commented, *"Miss Hopkins' door is always open, she is easy to talk to and really cares for our children"*.

Assessment and tracking systems are rigorous and analysis of data comprehensive. Teachers follow the Federation's 'Steps in Learning' assessment model to track pupil progress. High expectations and the provision of an extensive range of carefully monitored, personalised interventions delivered by experienced professionals, have led to continuous high standards in English and mathematics. In 2015, outcomes at the end of each key stage exceeded national expectations.

Strong, visionary and inspirational leadership is provided by the Executive Head and Headteacher who are described by staff as being able to *"make the impossible, possible!"* Staff morale is high and excellent relationships are evident throughout the school, with

all members of the school community working together very effectively as a team to provide the best possible learning experiences for the pupils. Staff lead by example and model inclusive practice, with rigour, passion and professionalism.

The Governing Body is actively involved in the life of the school and endorses and promotes inclusion within school. Governors are experienced, well trained and knowledgeable, providing both support and friendly challenge. They hold high aspirations and expectations for all pupils. As one governor stated, *"To maintain your excellence you have to review your process. We are not afraid of change in order to further the quality of provision for our children"*.

Brindishe Green has links with a wide range of external partners, including the Federation, Lewisham local authority and neighbouring schools, which play a significant part in pupils' learning and high level of achievement.

The school is heavily oversubscribed reflecting the good reputation and strong relationship it has within the local community. Parents are very appreciative of the support that is provided for their children and feel confident that the staff team know and understand their children well, recognising their abilities and needs and catering well for their individuality.

The two days were managed efficiently and effectively by Emily Hopkins, Inclusion Manager, who made me feel so welcome. It has been a real pleasure to visit such a welcoming and outward-facing school.

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: Mary Mantilas

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

The range of supporting evidence scrutinised included:-

- IQM portfolio of evidence.
- Latest OFSTED report (October 2011).
- RAISE online 2015 summary report.
- School Self-Evaluation Form June 2016.
- Review of SCDP 2015-2016.
- Quality Assurance Review April 2015 and June 2016.
- British Values and Brindishe Values.
- Enrichment Groups' File.
- Interventions' File.
- A range of pupils' maths and literacy books.
- Case studies of pupils with SEN x 3.
- 'ME' book/My Good News book/A book all about colours.
- Lewisham SAR data school achievement date December 2015.
- Lego Therapy tracking data.
- Completed nomination form for Champion in Promoting Mental Health and Emotional Well-Being.

A comprehensive timetable of meetings for the period of assessment had been effectively coordinated and organised by the IQM Coordinator. These covered all elements of Brindishe Green's IQM submission and included meetings with a range of adults:-

- Executive Head.
- Headteacher.
- Inclusion Manager.
- Inclusion Coordinators.
- Deputy Headteachers.
- Class teachers.
- Governors.
- School Nurse.
- EP.
- SALT.
- Drumbeat (ASD Outreach Service).
- New Woodlands (Outreach Service for SEMH).
- Place 2Be.
- Parents/Carers.
- Teaching Assistants.

Other activities, which took place during the IQM Assessment included:

Tour of the school and classrooms, providing an opportunity to observe classroom activities, small group interventions, displays, pupil movement around the school, including playground activities and lunchtime arrangements. Lunch in the school hall with pupils and lunch with the Executive Head and Headteacher.

The school website provided additional source of data, including a photo gallery of children's current learning, upcoming events and newsletters.

Element 1: The Inclusion Values and Practice of the School

Elements of the evidence relating to the inclusion values of the school were verified during the two days of the IQM assessment through discussions with staff, pupils, parents, governors and external agencies. Observations of pupils in classrooms, the lunch hall and on the playground also took place. Scrutiny of data and documentation were other sources of information.

Strengths:-

- Highly positive staff culture with a strong sense of collegiality, committed to inclusive practice, recognising that inclusion is everyone's responsibility.
- Skilled, enthusiastic and committed team working creatively to support the needs of all pupils.
- High staffing ratios enabling effective pupil support and removing barriers to learning.
- Creative and flexible planning, leading to early and personalised interventions to meet the needs of identified pupils.
- On-going meetings with inclusion team, staff and external agencies ensuring effective communication, leading to good understanding of the needs of pupils and families.
- Rigorous and flexible process in place for the planning and reviewing of additional support for all children within the school.
- Well-developed and richly resourced library, central to the school, reinforcing the importance of books to learning, including multicultural, dual language books reflecting the culture of the school.
- High quality, informative displays reflecting the achievement, diversity and varying abilities of all pupils, around the school and in classrooms.
- Highly effective bespoke professional development for all staff regarding inclusion through the school's 'Pop-Up' and 'Market Place' training, responding to the immediate needs of the school.
- Staff feel valued and respected by SLT and this is reflected in the free Yoga classes that are provided, the fresh coffee readily available and indeed massage chair in the staffroom!

Areas for development:-

- There are no significant areas for development.

Element 2: The Learning Environment, Resources and ICT

Evidence relating to the learning environment was provided through a tour of the school and grounds, through discussions with staff and pupils, observations of pupils in classrooms, the lunch hall, library, assembly, various intervention groups (Lego Therapy, Mindfulness, Resilience Group and Enrichment Project Presentation, Inspire Maths, Multi-Sensory Spelling) and through scrutiny of documentation.

Strengths:-

- The school provides a vibrant, stimulating and supportive learning environment, both inside and out, which fully engages the pupils and caters very well for their individual needs. There is a warm, relaxed and caring atmosphere.
- Pupils show a strong sense of ownership and responsibility for the school environment. They are proud of their school.
- The school provides a flexible curriculum with creative entry points such as artefacts, problems, visits, topical events, letters or visitors to engage pupils in their learning.
- Learning builds on what children find interesting and have experienced in their lives both in and out of school.
- Seating in classrooms is flexible and fluid changing and adapting to different contexts, offering opportunities for pupils to learn alongside different pupils of mixed abilities and indeed ages.
- Diversity is visible and celebrated through displays and resources and the school has been awarded the Cultural Diversity Quality Standard Gold Award for promoting a sense of belonging and providing equal life opportunities regardless of cultural heritage.
- The best possible use is made of all available spaces inside and out to maximise learning opportunities, this includes a forest school, vegetable garden, stage and rooftop pitch. A playtime buddy system helps pupils feel safe and secure.
- High quality, vibrant displays, linked to current learning are visible including a Rights Respecting Board in most classrooms.
- Special Lunchtimes provide pupils with a 'Fine Dining' experience promoting social skills and a sense of pride and achievement.
- A range of ICT resources is evident across the school, including four ipads in each classroom with interactive teaching boards as well as standalone computers on each corridor for pupils to access throughout the day.
- The school website provides a wealth of information including attendance, admissions, achievement and performance, up to date learning, important diary



IQM Self-Evaluation Report



dates and weekly newsletters, ensuring that parents are kept up to date with school life. In addition, parents and pupils have access to the school's MLE, which provides further information.

- Opportunities at Brindishe Green are enormous as the staff are so dedicated and enthusiastic in delivering innovative and exciting learning activities.

Areas for development:-

- There are no significant areas for development.

Element 3: Learner Attitudes, Values and Personal Development

Evidence relating to this element was provided through formal and informal conversations with pupils and from discussions with staff, external agencies and parents. Observations of pupils in classrooms, the lunch hall, outdoor learning and intervention groups provided an additional source of information.

Strengths:-

- Pupils' attitudes to learning are positive across all subjects and year groups. Pupils understand they are responsible for their own learning and achievement, and recognise how their teachers support them in this.
- Pupils know what they need to do to improve their learning through next step marking, peer assessment and verbal feedback. Pupils are encouraged to aim high and this is evident throughout the school, ensuring that all pupils have high aspirations.
- Cross aged learning provides opportunities for older children to support the learning of others and vice versa, through projects such as cooking, gardening and game enterprise.
- Pupils' behaviour throughout the school is very good, demonstrating positive learning behaviour and respect.
- Excellent level of care, guidance and support provided by all staff ensures that children feel safe and secure within the school environment. Pupils have a very positive attitude and know what to do if they are worried or have a concern.
- There is a strong focus on the pastoral care of pupils. PSHE, circle time and assemblies are used effectively to underpin this work. The school's in-house therapeutic centre Place 2 Be provides invaluable support and counselling for identified pupils and parents. Pupils are also confident in self-referring if they need someone to talk to.
- Pupil voice is highly valued, and pupils have the opportunity to express their views through the different teams that run including:-
 - Playground Buddies
 - Young Interpreters
 - ECO Team
 - Resilience Mentors
 - Learning Buddies
 - Digital Leaders
 - Children's Literacy team
- There is a high ratio of staff on the playground, where well-organised sporting activities take place daily.

- There is a range of extra-curricular activities that occur before school, during lunch times and after school, including sports, music, choir, debating, science and book club. These are available to all pupils through the use of pupil premium where appropriate.
- Pupils also have access to various clubs such as: hockey, basketball, tag rugby, tennis, change4life, gymnastics, football, multi-sports, dance, cricket, volleyball, netball and yoga.
- Enrichment activities are a strong part of the school curriculum; pupils have opportunities to learn in different and exciting ways including cooking, animation, drama, dance and art.

Areas for development:-

In line with school identified priorities:-

1. Further develop pupils' abilities to self-reflect and take greater ownership of their own learning.

Element 4: Learner Progress and the Impact on Learning

Evidence for this element came from scrutiny of data, including Challenge Partners Quality Assurance Report (April 2015, June 2016), RAISE online 2015 summary report, SEF documentation, observations of intervention groups and discussions with staff.

Strengths:-

- The school has very good knowledge of all pupils' abilities and achievements and has robust systems in place to ensure that all possible opportunities are made available for pupils to succeed. Pupil tracking and termly pupil progress meetings ensure that any pupils not making expected progress are identified and appropriate interventions are provided.
- The school uses their own bespoke 'Steps in Learning' assessment system to track pupil progress, and all staff working with pupils are involved in this process ensuring that any barriers to learning are identified and addressed.
- Pupils start at levels well below national expectations with many having significant learning difficulties and barriers to learning. However, pupils make outstanding progress across the school.
- Raise Online 2015, confirms that Brindishe Green is in the first or second percentile for value-added progress across all subjects from KS1 to KS2 and outcomes in all subjects, at the end of KS1/2 exceeded national expectations.
- Staff follow the school marking policy and offer feedback through verbal comments and marking in books, celebrating the learning and providing next steps to deepen understanding. Self and peer assessment are also used to support learning.
- Pupils are actively involved in the learning process and are well motivated and enthusiastic. They are keen to succeed and their achievements are valued.

Areas for development:-

- There are no significant areas for development.

Element 5: Learning and Teaching (Monitoring)

Evidence for this element comes from discussions with staff, observations of various intervention groups, observing classroom activities and reading documentation.

Strengths:-

- All adults in school are passionate about learning and know their pupils well.
- Teams of middle and senior leaders regularly monitor teaching and learning across the school, ensuring that it continues to be outstanding.
- Medium term plans, daily planning and learning resources are saved onto the MLE for staff to access and planning is monitored on a half termly basis, with feedback and next steps for staff.
- Highly skilled teaching assistants are very well deployed and provide quality interventions helping pupils become independent learners and were seen providing individual, group and whole class support. Teachers and teaching assistants work collaboratively at each stage of the learning process and meet regularly to share planning.
- Weekly staff meetings, whole school INSET days and bespoke training as required, support learning and teaching throughout the school year.
- Pupils are aware of their targets and know how to achieve them, these are shared with parents during parent consultations.

Areas for development:-

- There are no significant areas for development.

Element 6: Parents, Carers and Guardians

Evidence for this element comes from discussions with a group of parents/carers. The website provided another useful source of information with access to newsletters and general information available for parents.

Strengths:-

- There is a strong partnership between parents and the school. Staff are always available to meet and talk with parents. Parents who were spoken to during the assessment were full of praise for staff. They feel that staff know their children well and cater for their individual needs.
- The school promotes an 'Open Door Policy', so parents can have immediate access to staff addressing any concerns they may have.
- There are many opportunities for parents to engage in their children's learning and always feel welcome in school, such as class assemblies, special performances, educational visits or during themed weeks.
- Parents of pupils with SEN are very appreciative of the school's work, greatly valuing the good communication and additional support provided for their children.
- Parental engagement is very good as evidenced by attendance at workshops and 'drop-ins', learning review meetings, stay and play sessions and responses through ME books.
- A weekly newsletter keeps parents up to date with current events and activities taking place in school.

Areas for development:-

1. Continue to seek and engage with parents regarding their children's learning and well-being, through an ever-wide range of opportunities.
2. Support parents to engage more with the school's MLE/parent portal in order to receive and access timely and appropriate information regarding their children and school.

Element 7: Governing Body and Management: - External Accountability/Support (LA, Academy Trust, external validation)

Evidence for this element comes from an interview with the chair of governors, co-opted governor, staff governor, executive head, headteacher, external agencies, (EP, SALT, School Nurse, Drumbeat, New Woodlands) and also from discussions with staff. Looking at documentation provided an additional source of evidence.

Strengths:-

- Governors clearly understand the strengths of the Federation and Brindishe Green and are actively involved in all areas of school life.
- The Governing Body actively endorses and promotes the school policy on Inclusion. Governors are both supportive and challenging, working smartly at a strategic level to ensure the best possible outcomes for all pupils.
- Governors work very closely with the Executive Head and Headteacher, focusing on high aspirations, attainment and progress for all.
- They are actively involved in drafting, shaping and reviewing policies.
- Governors at Brindishe Green are highly experienced and outward looking, they are *'keen to always be ahead of the game'*, constantly reviewing and reflecting on the school's practice to maximise quality of provision for all.

Areas for development:-

- There are no significant areas for development.

Element 8: The School in the Community - How this supports inclusion

Evidence for this element comes from discussions with staff, pupils, parents, governors and external agencies.

Strengths:-

- Brindishe Green has a very good reputation and strong relationship within the local community.
- It sees the community as an important partner in the education of its pupils and makes excellent use of many links to enhance the curriculum and pupils' learning experiences. It has close links with local schools, music and theatre groups, and takes part in local sporting tournaments. The community is used well for many educational visits and outdoor learning days.
- The school shares its expertise and welcomes in specialists to learn from and is a growing and learning community.
- The school involves itself in community projects and local charities and has been involved in much fund raising including supporting local food banks.

Areas for development:-

- There are no significant areas for development.