

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

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

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

Unique Reference Number:	100687
Local Authority:	Lewisham
Type of School:	Primary
School Category:	Community
Age range of pupils:	3 – 11
Number on roll:	694
Head teacher/Principal:	Vicki Paterson – Executive head Sarah Gorbitt - headteacher

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

Date of Quality Assurance Review:	20 – 22 March 2017
--	--------------------

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils: Outstanding

Quality of Teaching, Learning and Assessment: Outstanding

Area of Excellence: Confirmed
How developing children’s resilience impacts positively on learning outcomes

Previously accredited Areas of Excellence:
Leadership

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.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- Brindishe Green is one of the largest primary schools nationally and is one of the largest in Lewisham.
- It is an inner city primary school in a deprived area of London and its learners (aged 3-11) come from very diverse socio-economic backgrounds. Nearly half of children are disadvantaged which is significantly higher than the national average.
- 84% of children are from ethnic groups other than White British. 39% of pupils have English as an additional language and the majority of these children are new to English. There are 52 languages spoken.
- The reputation of the school is excellent. Some families travel great distances to remain at the school.

School Improvement Strategies

What Went Well

- Leaders continually seek new ways to ensure that Brindishe Green children are prepared thoroughly for life beyond school and in the future. Senior leaders know about the whole school and every child within it. They all know about the different journeys various children are on and understand how to steer them towards success.
- Leaders at all levels have high expectations of all children and staff and the task focused culture to improving teaching works exceptionally well.
- Leaders provide valuable support for new teachers and are not prepared to accept anything less than the best. Effective advice and professional development ensure that the skills and vision associated with outstanding teaching are made clear. The characteristics of unity, harmony and consistency are modelled by all staff.
- Support staff run sessions for other support staff and teachers. Staff at all levels have something to offer and this is valued. 'Pop up' sessions have contributed to staff development. This has supported staff in selecting their own activities and gaining a wide range of expertise. Sometimes individual needs are identified and they are then advised to attend certain training opportunities.
- Leaders have had to cope with high levels of staff turbulence because of a significant number of maternity leaves. This has been dealt with highly successfully because of effective planning and achievement has not suffered.
- The school works like clockwork because all staff work together behind the scenes to provide the best education that they can. All staff take a pride in the school and keep the learning environment sparkling and fresh.
- Children's needs are met in the classroom by the teacher through the curriculum with support. Teachers work closely with the inclusion team, parents and carers, the 'Place to be' and the resilience team.

- The monitoring calendar, the learning year, is clearly mapped out. Observations, book looks, moderation, planning for provision and personalisation meetings are part and parcel of rigorous triangulation to check the progress that children are making.
- Staff are held to account but are equally well supported to bring about ever higher outcomes. Monitoring has a genuine purpose and really does pinpoint those children who are in danger of underachieving. Regular meetings provide good opportunities to drill down into the quality of teaching. There is a collective responsibility towards improving teaching.
- The engine of improvement moves from the middle. Self-evaluation is searching and accurate. Middle leaders are reflective practitioners, are innovative and solution focused resourceful individuals. They are consistent in their approach to improvement and truly believe in what they're doing and that it has real value. All are involved in data analysis which clearly identifies barriers to learning. This feeds into suggested intervention, the impact of which is reviewed regularly and tweaked as required.
- Both mathematics and literacy subject leaders have identified the main objectives for the year. The implementation of 'Inspire Mathematics' across the federation and the upskilling of staff with regard to the Shanghai approach have been a clear focus. The development of guided reading materials for a whole class guided reading approach and the continued cross-hub writing moderation are key for the literacy team.

No Even Better Ifs were identified during this review.

Pupil Outcomes

- By the end of the Early Years, outcomes are above the national average. Learning environments are extremely well-resourced and provide a wide range of opportunities for children to explore exciting themes and topic areas. Children's individual needs are well met because staff focus in well on vulnerable groups.
- Across the remainder of the school, 'steps in learning assessments' frame the expectations for 'sufficient progress' and three steps are expected to be made. It is clear that leaders focus well on moderation and are absolutely clear that they trust staff to make accurate judgements about the progress children make. Exemplification is gathered on standards and comparisons are made to come to a shared understanding about quality.
- Phonics outcomes last year were affected by five SEN, two EAL and two children new to the school. A prediction this year of 86% shows a likely return to the usual high level of attainment.
- KS1 data is affected by the high incidence of EAL. Once children acquire the language they fly. Compared to last year, children are already matching the outcomes at this

stage with a few months to go following the January data drop. Year 2 are likely to attain in line with the national picture with 90% making sufficient progress and 23% making more than sufficient. Differences between disadvantaged children and their non-disadvantaged counterparts are diminishing.

- The current Year 4 cohort achieved well at key stage 1 and leaders have high expectations of them by the time they reach Year 6. There are some concerns amongst leaders about the Year 5 cohort. This group has a long tail of children attaining well below since Year 3.
- The current Year 6 are on target to achieve 72% in reading, writing and mathematics combined which is an increase on last year. There are no differences between disadvantaged and non-disadvantaged children. Outstanding teaching promotes strong progress. All children have made sufficient progress in GPS, 91% in reading and writing and 86% in mathematics. At least 26% are set to make better than sufficient progress across the core.
- Enrichment opportunities for the most able promote high levels of achievement. The 'shine' programme which runs on Saturday is contributing effectively to promoting achievement of the most disadvantaged and vulnerable children across the curriculum.
- One to one support for disadvantaged children around literacy and mathematics during assembly times is well focused and has a good impact. As a result, a greater proportion are working at age related expectations.
- Teachers really know their children very well through the provision of high quality data. High levels of accountability promote high achievement and expectations are explicit. The handover between years contributes well to ensuring that the regression dip is minimised. Data is discussed regularly and ARBOR is helpful in filtering information for individuals and groups of learners. This really helps in the planning process.

Quality of teaching, learning and assessment

What Went Well

- The school has worked diligently in response to the previous EBI from the 'Challenge Partner Review' last year.

"..... pupils at all levels of ability had an even wider range of opportunities to take learning further independently, allowing them to work in greater depth to extend and enrich their skills, knowledge and understanding".

Greater opportunities have been provided to ensure that children take responsibility for their own learning and develop independence. The curriculum has been reviewed and focuses increasingly on peer assessment, planning for progress and being

flexible. Building teachers' confidence so that they respond to the demands of a modern classroom has been successful and ensures that teachers take risks and promote the highest level of attainment.

- Routines are quickly established on entry to the Early Years and these are built upon and developed as pupils move through the school. The school establishes an excellent learning environment where children are keen to succeed through hard work. Behaviour for learning is excellent and classroom management is very effective.
- Teaching across the school was impressive. Lesson planning and preparation was meticulous. The approach in Year 1 was particularly successful in providing a wide variety of activities which were well thought through, extending and generating learning opportunities. Children were provided with the chance to learn for themselves. They talked excitedly about their learning and were proud to show visitors their work. Teachers praised children effectively which encouraged them to respond well to episodes of questions and answer. One to one questioning was highly effective, and this, combined with high quality verbal feedback ensured that children were able to move quickly on to the next steps of their learning. Teachers redirected children appropriately and their finger on the pulse of each child's learning. Beautiful resources were on hand to build vocabulary and this supported children's writing.
- Books demonstrated excellent progress for the most able learners. A wide range of different writing activities were seen but always with a purpose. Children wrote letters to the queen for example and wrote interesting recounts of their school visits. There were a plethora of opportunities for the more able to flourish.
- In Year 6 mathematics, the lower prior attainers were concentrating well on developing their procedural fluency through practising arithmetic papers. They were enthusiastic and very good learning behaviours promoted excellent concentration. Pupils were expected to explain their reasoning when solving problems. High levels of independence and resilience were evident in classrooms and adults were able to work with small groups without interruptions. Astute teacher questioning enabled pupils to visualise their mathematics which made for better retention.
- Teaching assistants were of a high calibre across the school and it was often difficult to tell who was the teacher and who was the assistant. In a mathematics lesson, the highly competent teaching assistant supported a practical activity to convert units of measure and asked well-structured questions to support learning.
- Books were very well marked and ensured that misconceptions were dispelled and clarified. Marking in mathematics ensured pupils were clear about what was right and wrong.
- Year 5 children were seen supporting Year 3 children with spelling through a multi-sensory experience. Children made letters and spelt words using shaving foam, play doh and other mediums which helped to build confidence. Extra support for the

more able in mathematics followed a problem-solving approach and explored different strategies.

- Teachers asked probing questions and support staff encouraged deeper thinking. Questioning skills effectively checked how well pupils had grasped concepts. This was particularly evident in mathematics teaching and in guided reading.
- Science had a very high profile across the school with some of the best displays of work reviewers had ever seen. The learning environment was rich and vibrant throughout the school and in individual classrooms. There was an excellent focus on using subject specific language.
- The science theme was evident in many classrooms through a cross curricular approach. Teaching in Reception combined a narrative story with seed dispersal whilst also focusing on Van Gogh's Sunflowers.
- Mindfulness therapy for the most vulnerable children supported them in making the right choices during the day which enhanced their learning. Anxious children learnt meditation techniques. Sensory circuits supported those children who struggled with engagement. Both therapies worked extremely well.
- Episodes of 'pre-teaching' for SEN children is extremely effective and readies them for their next lesson. There are a series of 'keep up' sessions for those who didn't understand their learning yesterday.

Even Better If...

... in all classrooms, adults employed the widest range of strategies to eliminate the need for children to use a hands up response.

Quality of Area of Excellence

How developing children's resilience impacts positively on learning outcomes

Why has this area been identified as a strength?

- The school has developed, and widely implemented, strategies to build children's resilience to support their learning behaviours in the classroom. Children have been taught how to self-regulate and to build their own self-esteem, confidence, patience, empathy and 'bounce –back'.
- Children work successfully in small groups or individually to identify and find ways of removing specific barriers to learning. Children are enabled to reflect upon their current difficulties and possible, more successful and positive responses.
- Children are challenged to self-improve through intrinsic reward rather than extrinsic gain and to learn a range of resilience based strategies such as effectively using resources, persevering, taking risks, working with a partner.
- Children who come to school 'deflated' and 'tired' are enlisted in early morning 'wake and shake' activities; children who are reluctant to 'give' of themselves are

supported to mentor younger children; children who find 'losing' very difficult have additional, carefully constructed opportunities to win- and lose in competitive sports.

- Some programmes are personalised for individual children and require self-assessment and 'scoring' themselves in relation to a specific learning behaviour. Children are able to identify their own strengths and where appropriate, their own areas for improvement. They meet with a key adult on a regular basis and reflect.

What actions has the school taken to establish expertise in this area?

- The resilience project was started with children in Year 4 to help those with anger management issues. This promoted improved relationships in class which supported improved learning. Adults involved looked at the triggers for the behaviours exhibited and looked at ways to tackle them. Children can consequently now self-regulate their own feelings.
- Children understand the moral worth of their actions. They understand what kind of learner they are and how to relate to each other. The school has ensured that children know how to make the best decisions.
- Staff have provided training in other schools including growth mind set and perseverance. 'Market place workshops' took place for schools across Lewisham.
- The curriculum is kept fresh and regularly reviews which skills and attributes are needed over the next 10 – 15 years. Skills are taught and a programme of study has been developed for mindfulness and for developing resilience. Whole staff training has promoted a clear understanding of how emotions affect children's learning and ensures them they are mindful of this.
- The talented teacher programme focuses on how children learn and what part emotions play in other's learning.

What evidence is there of the impact on pupils' outcomes?

- Children are quite clear about how the resilience project has helped with learning. They have learnt patience and tolerance. They are unequivocal about how the project has helped them to develop qualities to help with frustration.
- Children are confident to approach adults and 'place to be' for help and support. They trust the adults who run 'place to be' to keep things private. This has helped children to overcome difficulties so that troubles don't get in the way of learning.
- Children have resilience targets to meet and say that the work done in Brindishe will help them to manage well in their next school. In resilience sessions' we always learn something new'. Children are able to describe how resilience has helped them to function well within school and to learn better.

- The school keeps clear records of achievement which demonstrate the accelerated progress children make following the work done on resilience. A child at an EBD school is now on track to reach ARE by the end of the year. There was a significant drop in behaviour incidents.
- Whole class sessions are proactive and instill the ethos of resilience across the school. For example, sessions about perseverance have helped ensure boys have made strides in their writing. Children understand their responsibility to other learners. There is a big empathy approach, understanding what it is like in someone else's shoes.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

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.