

Name of school:	Brindishe Lee
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Standard 1: School Ethos

The aim of both Brindishe Lee and Brindishe Green schools is to ensure that every child makes good progress in their learning and is a respected and welcomed member of their school communities. Both schools aim for every child to learn how to be healthy, stay safe, enjoy and achieve, make a positive contribution, become global citizens and achieve economic well being. When asked about the school ethos one parent said children are naturally aware of different cultures and are generally interested in learning about different cultures.

The pupils, their families and the staff at Brindishe Lee come from a wide variety of social backgrounds, ethnic groups and religions and this is celebrated throughout the school.

The school environment reflects the diversity of the pupils and this is evident through displays and resources in use around the school. Many signs around the school are translated into the main languages spoken by the pupils. In lessons pupils with English as a second language are encouraged to write in their own language and share their work with others. There is a good selection of dual language text books at both schools which can be used on either site.

Assemblies are also used to celebrate different faiths, festival days, and cultures, as well as local and world events. The schools' policies show a commitment to cultural diversity and equality. The Inclusion Policy for example outlines the importance of enabling pupils to live, play and learn harmoniously, to learn that difference and diversity are valued and welcomed and to ensure that success in school is not dependent upon being able bodied, belonging to any particular culture, gender, social class, sexual orientation, family circumstance or majority group. These key statements are clearly embedded in the day-to-day practices of the two schools. In recognition of this Brindishe Lee holds the Inclusion Quality Mark having met all standards.

Racial incidents are very rare at the two schools. When incidents do arise they are dealt with immediately. In an attempt to develop awareness and understanding the schools offer support to both the recipient as well as the perpetrators when racial incidents occur. In addition to this both schools use Circle time to enable teachers to tackle issues sensitively. This provides pupils with opportunities to discuss racism and bullying and to develop strategies to deal with incidents in school as well as those they may come across outside school.

In addition to the activities that are organised in the classroom the schools also use assemblies to promote equality and diversity. Examples of these assemblies include Deaf Awareness Day, Nelson Mandela Day, Refugee Week, Anti-bullying Week. During these assemblies guest speakers are invited to provide positive role models for pupils.

In KS2 selected pupils are given the opportunity to be playtime buddies. The buddies are given training to help solve conflicts and to support children in play activities.

Standard 2: Achievement

Overall Brindishe Lee's record of attainment is outstanding. Pupils leaving the Foundation Stage achieve well in line with the local average in literacy and numeracy, and are performing at levels significantly higher than pupils nationally in literacy and numeracy.

All pupils make progress and achieve a high standard relative to their starting points, and often exceeding expectation. Data for KS2 shows average point scores across English and Maths to be at expected or above levels for end of year. Progress data from KS1 shows a large majority of children have made at least average or better progress. The school's assessments show the gap between reading and writing is closing in all year groups 2-6; the gap being between 3%-10% with the national gap at end of KS2 being 20%.

Over the last 3 years attainment at the school has been significantly above the national average. Attainment at KS1 for example is significantly higher overall than the national average in all subjects, especially in reading, writing and Maths.

The school has a robust process in place to analyse achievement data by ethnicity, gender, free school meals, SEN, EAL, G&T and looked after children. All teachers use AFL and APP to assess and monitor children's attainment. However, in addition to this all achievement across the school is rigorously tracked and the results for each class, group and then individual pupils are thoroughly analysed each term by the English and Maths team leaders along with each class teacher and then with the Executive, Associate and Deputy head / Inclusion team leader. The impact of the school's ability to analyse its data is evident in the high levels of sustained achievement the school has made over the past three years.

The school also analyses data for groups of pupils and where groups are identified as achieving less than expected the school takes a shared and collective responsibility for identifying and implementing a range of strategies for recovery.

Standard 3: Curriculum

Brindishe Lee and Brindishe Green are committed to helping all pupils develop a sense of personal and cultural identity and this has been summed up in the schools' Policy for Learning "We learn best when we feel a sense of belonging and inclusion." All the curriculum areas are underpinned by the Learning, Inclusion, Assessment, Positive relationships and behaviour, Health and Safety policies and all of these policies demonstrate the school's commitment to promoting cultural diversity and equality.

Brindishe Lee's commitment to providing cultural diversity opportunities is also highlighted in their application for the Arts Mark, which the school has been awarded Gold Level for on two occasions.

Across all subject areas and in the different key stages Brindishe Lee demonstrates the teaching of cultural diversity and equality within their curriculum. Where possible, opportunities to explore cultural diversity and equality are built into curriculum planning. The themes to be covered are flexible to allow for the inclusion of special events, festivals, and opportunities that are relevant to individual or groups of

children. When asked, a pupil said “we learn about different cultures and our schools is really good because when we learn about a topic we learn about it in different subjects areas. A parent also commented positively about the teaching of the same topic in different subject areas and how this enables children to explore ideas from different view points.

Excellent examples of the teaching of cultural diversity within the curriculum can be seen in Humanities where each year group learn to incorporate elements of how ethnic minorities and different cultural groups have shaped not only the United Kingdom, but also the world. In art a large range of artefacts from different cultures and countries including fabrics, masks, photographs, objects etc are available to explore and develop an awareness of different cultures. In literacy a large range of text books, stories, story bags, puppets, visual stimulus, DVDs, plays etc representing different countries, cultures, societies and languages are available for use within the classroom and are used in all year groups as part of the literacy curriculum.

The pastoral curriculum also addresses and promotes cultural diversity and equality. Through citizenship projects pupils are given the opportunity to explore their own cultural identity, whilst developing inclusive values such as acceptance of and respect for others. An excellent example of this is the Junior Citizen; each year the Year 6 pupils take part in an event which prepares them to play active roles as citizens by creating ways for young people to be safe. This has led to the participation in a joint Lewisham school project to help create Safe Havens for young people.

Standard 4: Parental/carers involvement and community role

The schools' commitment to cultural diversity is clear to parents and carers and this is communicated in a variety of ways and in particular through the school website and prospectus. The values section of the Brindishe Lee and Brindishe Green website and the schools' prospectus clearly state the positive view of cultural diversity and equality. There is a language selector available on the website to ensure that it is accessible to non-English speakers from both schools. The prospectus can either be downloaded from the school site or picked up from either of the two schools. The schools' newsletters are also used to communicate the commitment to cultural diversity.

In addition to formal interpreters, Brindishe Lee can also call on the Young Interpreters group in the Brindishe Green School. This group comprises pupils of all ages, who are fluent in one or more languages and who are willing to act as interpreters. All pupils in the Interpreters group have received training to specifically support new EAL pupils. They are also available to support parents and carers when needed.

Over the last two years Brindishe Lee has invited parents, carers and the local community to whole school events. Examples of those that have reflect elements of cultural diversity within the school curriculum include International evenings, Caribbean evening, Indian evening, all jointly organised by staff and parents; Community choir involving staff, governors and parents of both schools, and the Lewisham and HAKA dance showcases where pupils perform dances with themes such as World Playground, Bollywood, African Dance, Tudor dance.

There is a very active parents association at Brindishe Lee. Parents meet on a regular basis to discuss issues related to the school. As part of the association the

parents also organise events. An excellent example of this was the World Cup social afternoon where parents were encouraged to bring traditional food to share.

Standard 5: Staff and governors

All teaching and non-teaching staff at both schools have cultural diversity and equality training on an annual basis. For example, the redrafted Inclusion policy was discussed and reviewed at a whole-school staff meeting in April 2010.

In 2010 all staff from both schools attended an INSET day based on UNICEF's Rights Respecting Schools. As part of this all members of staff were involved discussing the UNCRC and took the first step to become a Rights Respecting school. Since then, staff have been working towards promoting, discussing and developing children's rights and responsibilities within their classrooms. Both schools are also promoting the use of appropriate 'rights and responsibilities' language across the school.

The governing body has evolved with the federation and both have now become one body overseeing the two schools. The Governors at both schools have also received training in cultural diversity and equality training and several of the governors have attended the recent Equalities training. Other courses attended by the governors include Disability and Discrimination, Gender Equality, Performance Management, Community Cohesion, Extended Services, Promoting Equality and Tackling Discrimination, School inset days and all governors attend induction training.

All new staff at the school are allocated a mentor who guides them through their first few months at Brindishe Lee. Staff are always informed of the school equalities policies. When asked about the mentoring a new member of staff said "the cultural diversity is not just embedded in the school policies and practices but is also instilled into the children's behaviour towards each other. Children have a real interest in learning about and being aware of different cultures".

Standard 6: Specific projects and/or innovations

Brindishe Lee School contributes to the cohesiveness of the wider community through developing pupils' understanding of other communities both locally and nationally.

Both schools in the federation are constantly looking for ways to develop projects that enrich the curriculum, promote cultural diversity, developing community links as well as developing links between the two schools. Projects that have involved the two schools include a community choir, joint after school clubs and teams, joint participation in concerts, dance projects and creative partnerships. Although the two schools have very different cultural and ethnic communities the federation has widened the opportunities to celebrate diversity.

Brindishe Lee organises many events and performances both internally and externally within the school year. These events promote cultural diversity as well as community cohesion. Examples of these events include; Caribbean evening, Indian evening, International evening all jointly organised by the staff and parents, the community choir for staff, governors and parents of both schools, drama performances, story telling week - involving visiting artists, story tellers, drama groups, staff and parents telling stories from their own and other cultures, Lewisham and HAKA dance showcases including themes such as World Playground,

Bollywood, African Welly Dance, Tudor dance, the story of Beowolf and World cup Sports day organised by the parents.

The achievements of both schools have been recognised by many awarding bodies, including: Healthy Schools award, Arts Mark Gold, Eco-Schools, Clean and Green award, Sing-up, Geography Mark Gold, Sports Mark Gold, and Inclusion Mark. The schools are also working towards gaining the UNICEF's Rights Respecting Schools.