

Name of School:	Brindishe Green Primary School
Head teacher/Principal:	Executive head <input type="checkbox"/> Vicki Paterson Headteacher <input type="checkbox"/> Sarah Gorbitt
Hub:	Brindishe
School type:	Primary
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this Review:	19 March 2018
Estimate at last QA Review	Outstanding
Date of last QA Review	20 March 2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	3 October 2011

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Accredited Promoting children's mental health and well-being
Previously accredited valid Areas of Excellence	Distributed leadership, 27 April 2015 Leadership, 6 June 2016 How developing children's resilience impacts positively on learning outcomes, 20 March 2017
Overall Estimate	Outstanding

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.

1. Information about the school

- Brindishe Green is one of the largest primary schools nationally.
- It is an inner-city school with pupils from a wide range of cultural, ethnic and socio-economic backgrounds.
- The percentage of pupils who speak English as an additional language (EAL) is twice the national average.
- The percentage of pupils who are known to be eligible for free school meals is above the national average. The deprivation indicator is high.
- The percentage of pupils who receive support for their special educational needs and/or disabilities (SEND) is above the national average. The proportion of those with a statement of SEN or an education, health and care plan (EHCP) is below the national average.
- The school has a strong sense of community and is very popular.
- The school is part of a federation of three schools that work in partnership with each other. The school has a number of successful partnerships and nationally recognised awards.

2.1 School Improvement Strategies - Follow up from previous review

There were no even better ifs for school improvement from the previous review.

2.2 School Improvement Strategies - What went well

- An exceptionally positive ethos permeates the school with core principles consistently applied. All staff contribute to and support the high expectations set by leaders. The cohesive shared expectations give permission for independent thinking and actions. This underpins buy-in from all stakeholders. Leaders trust staff and they in turn rise to new heights of performance in response.
- Pupils enjoy learning, highly value their school and appreciate the provision they know staff work hard to provide for them. Throughout the school there are excellent relationships between staff and between staff and pupils.
- Leaders have developed sophisticated and thoughtful practices, but are relentless in their school improvement and monitoring actions. High quality teaching and learning, support for school values and collective responsibility are rigorously and continuously monitored. Leaders always have an ear to the ground.
- Leaders have an accurate view of the school and key school documents are detailed and updated regularly after an assessment of the impact of actions undertaken. The excellent outcomes across the school are sustained by a range of strategies such as: high quality teaching and learning; robust and triangulated assessment and data analysis; and the excellent systems for care and guidance.
- Teaching and learning are at the heart of what leaders do and they have created a curriculum which meets the needs of all pupils. The appropriateness of the

curriculum is regularly evaluated to ensure that it continues to meet the high expectations of learning set by leaders. The excellent provision for vulnerable pupils is responsive and enables them to make very good progress.

- Leaders are exceptionally good at spotting and nurturing talent and recognising potential amongst staff. Continuing professional development (CPD) is expertly organised and is accessible to all staff. There are a wide range of strategies appropriate to the development of individuals and groups of staff.
- There is strong leadership at all levels and in a myriad of ways. Leaders know that developing leadership in turn facilitates the development of effective teams.
- Innovations and developments are very carefully planned and based on research and the needs of pupils. The management of change is excellent. Leaders set a clear pathway, led by effective teams that has at its heart buy-in from all stakeholders. School improvement systems have a direct impact on pupils and provide a framework for innovative thinking.

2.3 School Improvement Strategies - Even better if...

- the transition to a new leadership structure was well orchestrated and sustained the very high quality of teaching and learning and outcomes for pupils at all levels.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- The previous even better if was for staff to develop a wide range of strategies to reduce the need for pupils to use 'hands up' as a response. The school approached this in a variety of ways. They reminded staff to use the broad range of strategies they already had; they continued to develop pedagogy across the curriculum; and continued to develop the oracy skills of pupils. During the review the appropriateness of pupils' responses was seen across the school.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Pupils make exceptionally good progress in each lesson and over time. Learning journeys, displays of pupils' work and books demonstrate this across the curriculum. Excellent use is made of cross-curricular links to engage pupils, to ensure that learning is reinforced, applied and deepened. Learning is not capped: staff do not 'put their foot on the brake' when working with pupils.
- Relationships between staff and pupils and between pupils are highly positive, powerful and based on mutual respect and trust. The strong relationships are used to support learning.
- Across the school pupils have excellent learning behaviours. They are confident, collaborate well with each other, work diligently and persist in their efforts to do their best. They have developed high levels of resilience and independence as a result of the consistently applied high expectations, well-structured and well-planned lessons and the myriad of learning opportunities provided to them.

- Pupils are highly engaged in their learning. They not only enjoy learning but take ownership and engagement of it for themselves. This is not only because of the excellent provision the school makes for them but also because of the strong skills for life that the school nurtures from the Nursery onwards.
- The learning environment is superb across the school. High expectations are reflected everywhere pupils look from Nursery to Year 6 and in all communal learning areas. Every space in the school is seen as an opportunity for learning and designed to reflect the high standards of learning, inspire curiosity and reflect the value the school places on every child.
- High quality teaching and learning from all staff are seen in the way pupils are supported and challenged through whole-school and class systems and small-group and individual provision. The provision for vulnerable pupils and those with SEND is excellent both in its consistency and in its flexible response to pupils' needs.
- Both teachers and support staff have strong subject knowledge, which they use to very good effect in planning teaching, learning and assessment. Technical language, specific to subjects, is taught and modelled by staff and used appropriately and confidently by pupils.
- Support staff are deployed highly effectively, creatively and flexibly. They use their skills and guidance very well and, as with other adults, embody the school's sense of collective responsibility for teaching and learning and the care and guidance needed to support this.
- Challenge is built into teaching and learning. Very good questioning is used from the Nursery to Year 6 to challenge all pupils, and staff respond appropriately to meet the needs of pupils and move learning swiftly on.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- all staff continued to explore and share the widest range of strategies for giving pupils effective feedback, and implemented those which have the greatest impact on progress and attainment.

4. Outcomes for Pupils

- Teachers follow the Brindishe Federation's 'Steps in Learning' assessment model to track the progress of pupils. High expectations across all year groups, combined with a wide range of carefully monitored and evaluated, personalised interventions delivered by experienced and trained professionals, ensure that outcomes have remained continuously excellent.
- The majority of children enter the early years foundation stage (EYFS) with skills below what is typical. In 2017, the good level of development was 81%, which was well above the national average. Through highly effective provision and careful tracking in the current Year 1, any differences between groups are being narrowed. Children in the EYFS this year are making accelerated progress.
- The percentage of pupils who reached the required standard in the phonics check was broadly in-line with that nationally. The latest summative data shows that the

- majority of those who did not reach the required standard will do so in Year 2.
- At the end of Key Stage 1 in 2017 in all subjects, the percentage of pupils who achieved the expected standard was just above the national average and the percentage of pupils who were working at greater depth was above the national average in all subjects, particularly in mathematics. This year, in Year 2, pupils are making good progress with over half of disadvantaged pupils expected to meet the expected standard in all subjects with those not on track having SEND that affect their learning.
 - In 2017, at the end of Key Stage 2, both the average scaled scores and the percentage of pupils who achieved the expected standard in all subjects was above the national average. The proportion of pupils who achieved the higher standard in reading and mathematics and greater depth in writing was above the national average. The percentage of pupils who achieved the expected standard and the higher standard in the subjects combined was above the national average. Progress from the end of Key Stage 1 in all subjects was above the national average. Disadvantaged pupils, pupils with EAL and the lower and middle prior-attainment groups all achieved better than those nationally. There were no significant gender issues. The progress of the high prior-attainment group was just below that seen nationally but the school has narrowed the gap since the previous year.
 - The latest summative assessment data shows that in both progress and attainment all pupils and the disadvantaged are on track either to meet or exceed the outcomes for 2017.
 - Attendance last year was above the national average.
 - Achievement in all subjects across the school is high because of the rich and appropriate curriculum and because of the wide range of enrichment the school provides.

5. Area of Excellence

Promoting children's mental health and well-being in school.

5.1 Why has this area been identified as a strength?

Brindishe Green makes sure that its vulnerable pupils do better than their circumstances might have predicted. Staff build a culture, use approaches, deliver a curriculum and organise provision that actively helps pupils overcome adverse childhood experiences and learn how to face life's challenges and opportunities with confidence. A resilience culture not a reliance culture has been developed.

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

- Five years ago, Place2Be, an in-house therapeutic counselling service for children and families, was introduced into the school with a five-day model. The

successful partnership with Place2Be has enabled the school to access professional training and support including the Talented Teacher Programme and the school's own Mental Health Champions.

- Three years ago the school built its own programme to promote children's resilience. Currently the programme includes pupils as resilience mentors who support their peers and those new to the programme.
- A broad and creative curriculum was developed and improved so that it is not only broad and focused on the whole child but has opportunities for supporting children's mental health and well-being. It is threaded through all aspects: the safeguarding curriculum; the educate and celebrate curriculum; rights respecting, relationships education; physical well-being and health and healthy lifestyles.
- The school provides targeted children with additional curriculum experiences such as yoga, sewing, forest school, cooking and gardening and involvement in fund-raising enterprise projects.
- The school sought out a range of opportunities for children to gain, to feel and share success; be part of a winning team; a well-received performance; an exciting project; and a worthy cause. Staff noticed that sometimes there was transformational change.
- The school has given sports and physical activity a high status and large numbers of children, not just the select, can access opportunities easily and without cost. These include, for example, wake and shake, the daily mile and in-house coaching.
- The school has developed mindfulness as an important element of the curriculum and some children have this as an individual or group intervention.
- The school has developed children's teams to further develop confidence and involvement. These include digital leaders, playground buddies and creative and expressive arts leaders.
- A partnership was formed with a local independent school and the charity Shine which has enabled groups of children to attend Saturday-morning enrichment activities.

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

- The school has comprehensive case studies for individual children which show the impact in a range of indicators such as outcomes and learning behaviours.
- The impact is evident around the school in terms of the positive ethos and culture and is demonstrated in the attendance figures, reduced incidents of poor behaviour, very good progress and outcomes and parental engagement and feedback.

5.4 What is the name, job title and email address of the staff lead in this area?

The headteacher will direct enquiries to the most relevant member of the staff team.

Sarah Gorbutt

Head teacher

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

Following discussion with the head teacher, school leaders 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.