



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BRINDISHE GREEN SCHOOL

Name of School:	Brindishe Green School
Headteacher/Principal:	Adam Twyman
Hub:	South East London Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	02/03/2022
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	25/03/2019
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	01/11/2011



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Quality Assurance Review

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

Leadership at all levels	Leading
Quality of provision and outcomes	Leading

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	Not submitted for this review.
Previously accredited valid areas of excellence	N/A
Overall peer evaluation estimate	Leading

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Brindishe Green School is a larger than average primary school with 660 pupils on roll, including a nursery. The setting occupies a traditional Victorian 'triple decker' building typical of schools in London. It benefits from a modern extension which houses the Early Years Foundation Stage (EYFS), a generous hall, dance studio and rooftop playground. The school forms part of the 'Brindishe Schools Federation', a geographically local and mature 'hard' federation of three primary schools. The headteacher was appointed to the role in September 2021.

This school is culturally diverse with 37 ethnic groups represented, none of which constitute an overall majority. The school is in one of the 50% most deprived areas of the country, with some areas of catchment in the 20% most deprived nationally. 10% of pupils have a special educational need and/ or disability (SEND), with a growing number being in receipt of an education, health care plan (EHCP). The school also serves a residential facility for refugees which leads to high rates of mobility. Of the 89 children who started at Brindishe Green in the 14/15 academic year, only 54 (61%) remained in the school at the end of Year 6.

Brindishe Green holds the following awards which reflect the community's deep commitment to equalities, diversity, and inclusion. Inclusion Quality Mark (May 2019), Rights Respecting Schools Award - Gold (March 2019) and the Educate and Celebrate Gold award for outstanding LGBT-inclusive practice (July 2017.)

2.1 Leadership at all levels - What went well

- The school is extremely well led. Recruitment of staff with skills to complement those of existing leaders has produced an enthusiastic and highly effective leadership team. The impact of this team has been developed using focused coaching and continuing professional development (CPD). The effective delegation of responsibilities has led to continuous improvements in all areas.
- Senior leaders base the curriculum on the school's vision of celebrating achievement, welcoming diversity, and supporting welfare. Their aim is to encourage pupils by developing the teaching of character behaviours to ensure that they are ready to face the challenges of the next stage of their lives. A Year 2 pupil showed the impact of this work stating, 'at this school we have the braveness to face the challenges of our learning, even if we have to do it on our own'.

- Leaders have developed a broad, rich curriculum to provide opportunities for pupils to develop academically and personally. Using interlinked learning opportunities, pupils are encouraged to consider big questions, such as the role of women in society. In many cases this work is supported by the innovative use of technology, including QR Codes, which guide pupils to a wide range of contemporary resources. The impact of the curriculum focus is monitored by the school's equality and diversity team, who ensure that the message that 'all can achieve success regardless of their background' permeates through all aspects of school life.
- Middle leaders comment positively about their opportunities to serve as 'teacher leads', who lead focused areas across the school. This initiative supports aspirational leaders' understanding of expectations and raises their confidence in their role.
- Leaders ensure that the quality of teaching continues to improve through appropriate challenge, regular monitoring, and well-organised, effective support. They are reflective practitioners who identify next steps for the school accurately and enthusiastically work with staff to address these. This is evident in their work supporting teachers to develop oracy in their classrooms, which has provided pupils with regular opportunities to articulate their learning.
- Year group leaders complete regular learning walks with a member of the senior leadership team (SLT) to identify and share best practice in focused areas, such as writing for lower attaining pupils. This shared accountability further promotes the positive ethos where all teachers take ownership for school development. It also allows leaders to identify key strengths and to develop consistency further.
- Work with other schools in the federation allows high quality professional development and sharing best practice. Recent joint inset, which has developed the musical subject knowledge of staff and supported their writing moderation, has continued to energise all.
- Central to all aspects of the school's work is a focus on staff wellbeing. Several initiatives have been introduced to support staff, such as the introduction of the 'Guardian Angels' initiative, which sees staff anonymously reward each other through random acts of kindness.
- Strategic recruitment of governors has ensured that an increasingly diverse body completes a regular and effective monitoring cycle. The impact of this has led to governors focusing on areas of school performance and providing effective challenge which has supported improvements in writing practice and attendance.

2.2 Leadership at all levels - Even better if...

... leaders at all levels, including pupil leadership groups, further shared exemplary practice beyond the school.

3.1 Quality of provision and outcomes - What went well

- Teachers have fully addressed the EBIs from the last visit. They have continued to regularly review their curriculum to ensure that it remains relevant to pupils' current and future needs. They have also continued to provide opportunities for pupils to collaboratively assess their work.
- The quality of teaching and learning has led to strong outcomes across the school. Progressive teaching sequences ensure that pupils have regular opportunities to recall prior learning and have a clear understanding of their next steps. This was evidenced by a Year 5 pupil who stated 'in our first DT lesson we learnt all of the words needed to make a kite. This helped me to understand that I needed to be aware of the balance between structure and weight.'
- Joint planning sessions see all teachers sharing learning intentions and teaching ideas. This produces strong consistency in pedagogy and assessment, which strengthens pupils' learning.
- Pupils are very proud of the role that the school has played in their learning, and they appreciate when teachers plan activities closely matched to their interests. Pupils' enjoyment of learning has encouraged them to develop an in-depth learning of topics, as illustrated by a Year 6 boy who stated 'Hindu's believe in reincarnation. If they are good, they go to Moksha which is freedom from Samsara, which is the cycle of birth and reincarnation.' Pupils' strong knowledge retention also provides them with the basis to explore wider issues, such as gender equality. A Year 4 girl commented, 'the king divorced Catherine of Aragon because she never gave him a son. He believed that only men could rule, which is wrong.'
- Teachers have established warm relationships with their pupils, who are very responsive and remain engaged throughout lessons. The caring, nurturing ethos of the school ensures that pupils' wellbeing has a high profile and there are high levels of respect between all. It encourages pupils to take risks with their learning. This was clearly demonstrated by a Year 2 pupil who shared with his class, 'I can now explain the difference between a temperate and tropical climate.'
- Pupils enjoy the wide variety of tasks and complete them well. They are productive, for example, regularly producing high quality pieces of writing. Pupils are proud of their work. They complete tasks fully and take care in the way they present them. Inspirational displays of pupils' work in shared spaces are used to celebrate success and inspire others.
- Books are well organised, with high levels of presentation across all year groups. Pupils take great pride in their work and the consistency in teachers' marking, and their clear feedback, leads to pupils having a clear understanding of the next steps in their learning.
- Questioning is a key strength. It targets, probes, and appropriately tests pupils' knowledge. It works successfully because it is closely linked to

teachers' strong subject knowledge and is replicated by support staff.

- Attitudes to learning are highly positive. Pupils are fully focused and highly engaged in lessons because of teachers' high expectations for challenge, behaviour and learning. This has been a whole school focus, which is reaping rewards. Teachers are aware of the importance of developing pupils' social skills in all aspects of their work. One member of staff commented, 'we aim to make sure that all of our pupils have the chance to make the most of the opportunities available to them in their adult lives.'

3.2 Quality of provision and outcomes - Even better if...

... all staff, including support staff, provided challenge to pupils at the earliest opportunity to ensure the progress of the most able continues to be accelerated.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Disadvantaged pupils perform well because the expectations placed upon them are equally high when compared with their non-disadvantaged peers. Pupil progress meetings focus on all pupils, with disadvantaged and vulnerable pupils receiving closer monitoring to ensure that both their academic and pastoral needs are met precisely. School leaders have a clear vision for how enrichment opportunities can be used to develop key aspects of learning, such as confidence. Consequently, they ensure that disadvantaged pupils are provided with regular opportunities to attend a range of extracurricular events.
- Leaders are further developing meetings with parents of pupils with additional needs pupils and regularly review their engagement in all aspects of school life. The school continues to develop bespoke parent workshops on topics such as autism and neurodiversity, that are run by external experts. Parents appreciate the school's message that 'difference is strength' and are excited by the prospect of attending more face-to-face sessions in the future.
- All staff are committed to ensuring that pupils with SEND make at least expected progress from their individual starting points. All pupils with prior identified additional needs are reviewed as soon as they start school. Individual learning plans are then generated, which identify where staff can offer appropriate support. Regular learning walks focus on the quality of provision for these pupils, ensuring that the impact of any support is maximised.
- All staff are supported by the inclusion leader to increase their confidence in planning activities to support the needs of all learners. A particular strength is

the alternative provision provided for pupils with high learning needs in the EYFS. The development of helicopter stories, which support the generation of vocabulary and the provision of accessible resources, such as wobble cushions, also support the positive progress made by these children.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... staff re-established opportunities for all pupils and families, including those who are disadvantaged, to further engage with a wide range of opportunities and experiences that broaden and support their education.

5. Area of Excellence

N/A

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

Continue to share practice with other settings to support EBIs.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.



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Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.