

Inspection of Brindishe Green School

Beacon Road, London, SE13 6EH

Inspection dates: 26 and 27 September 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are keen to attend school. This is reflected in the school's high attendance and punctuality figures. Leaders promote high ambitions for all, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils are safe and happy here.

Pupils are polite and courteous. They behave well in and around the school. Forging positive relationships, at all levels, is at the heart of the school. Pupils are encouraged to respect themselves and others.

Staff encourage pupils to keep themselves healthy and fit. They promote pupils' understanding of the importance of exercise and healthy lifestyles. For example, through structured activities during play and lunchtimes, as well as a range of sport clubs after school.

The school provides pupils with a range of opportunities to develop as young leaders. Pupils take great pride in carrying out their roles and duties as language interpreters, safety first and digital ambassadors.

Staff, parents and carers are positive about the school. They appreciate the open-door culture leaders have cultivated.

What does the school do well and what does it need to do better?

The school has focused on developing a cohesive approach to curricular thinking. Leaders have undertaken considerable work to improve the curriculum. Their commitment to promoting high ambitions for all, underpins the recent developments. For example, in mathematics, the leaders ensure that pupils build their knowledge in a systematic way. This is less developed in some other subjects. In these subjects, the school does not break down the important content that teachers are expected to deliver. This has led to some inconsistencies in what is taught and how some subjects are delivered.

Teachers check pupils' understanding and address misconceptions appropriately in lessons. They have secure subject knowledge. The school ensures that they work diligently to support all pupils, including those with SEND. Leaders work closely with external agencies to meet pupils' needs. Staff adapt learning for pupils with SEND effectively. For example, in mathematics, leaders think carefully about the ways pupils use resources when exploring different methods of calculation. The mathematical foundations set in the early years provision are secure. Staff helped children in Reception to compare the size of containers when transferring water between them.

Leaders ensure that children in the early years have a range of opportunities to develop their language and communication. Staff are trained to deliver the phonics programme consistently. Pupils learn new sounds and use these to help to segment

and blend into words. Books that pupils read match the sounds that they know. In Reception, adults support children in practising how to write letters correctly. Pupils enjoy listening to adults read stories.

Leaders have high expectations of pupils' behaviour. Staff act as positive role models for pupils. Typically, staff help pupils to be motivated in lessons, so that learning goes uninterrupted. Pupils are considerate of others and adults do not compromise how they expect pupils to conduct themselves. Children in the early years show confidence in different social situations. They develop friendships with other children. Leaders have clear systems in place to make sure that they check and support pupils to attend regularly.

The personal, social and health education programme underpins the school's strong approach to pupils' character development. Pupils learn to debate topical current affairs and issues. For instance, pupils in Year 6 shared their views about the war in Ukraine. Staff helped pupils to discuss maturely about the return of the Elgin Marbles to the Greek Parthenon. Adults encourage pupils to develop an awareness of themselves and others. Pupils are taught different ways to manage peer pressure or negative influences. They learn about healthy relationships. Pupils know not to give personal information to anyone on digital or online platforms.

Those responsible for governance are diligent in fulfilling their statutory duties. They have a secure understanding of the school priorities and areas for improvement. This includes the development of subject leaders, some of which are new to the role or subject. Strategic plans are in place to further develop the rigour of subject leadership across the school. Leaders are considerate of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the knowledge and skills pupils need to know and remember is not clearly defined or coherently presented. This means that in these subjects, teaching does not develop pupils' subject-specific understanding routinely well. The school should ensure that subject leadership and expertise is developed, so that the content in all subjects is clearly identified and coherently sequenced, so that teaching builds on the important knowledge and skills that pupils need to know and remember.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100687
Local authority	Lewisham
Inspection number	10289783
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	611
Appropriate authority	The governing body
Chair of governing body	Liz Murphy
Head of school	Katie Matthews
Executive headteacher	Rachel Waite
Website	www.brindisheschools.org
Dates of previous inspection	3 and 4 October 2011

Information about this school

- This school is part of the Brindishe Schools Federation.
- The head of school was appointed in January 2023.
- There is one governing body responsible for governance across the three primary schools in the federation.
- The school does not make use of any alternative provision.
- The school has experienced significant changes in the senior leadership of the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met with the chair and members of the local governing body, a local authority representative, the executive headteacher, head of school, senior leaders, and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

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Andy Turnock	Ofsted Inspector
Milan Stevanovic	Ofsted Inspector
Sue Brooks	Ofsted Inspector

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