



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BRINDISHE GREEN PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	26/06/2023
Overall Estimate at last QA Review	Leading
Date of last QA Review	02/03/2022
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 Not applicable

Quality of provision and outcomes Not applicable

AND

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

Area of excellence Not applicable

Previously accredited valid areas of excellence Not applicable

Overall peer evaluation estimate Not applicable

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 in Hither Green in the London Borough of Lewisham in South London. The school is larger than the average primary, with three forms of entry and includes a nursery. The surrounding area is economically and culturally diverse. One in five pupils are White British. One in six are Black African. The school has 15 out of 17 possible ethnic groups. Half of the pupils at the school speak English as an additional language. This is significantly higher than the national average. There are 59 different native languages spoken by pupils.

The proportion of pupils for whom the school receives pupil premium grant is in line with the national average. The school location deprivation indicator and the pupil base are both in quintile 4 (more deprived) of all schools. The school has increasing mobility with a growing number of pupils from refugee families attending for short placements as part of the Home Office Resettlement Scheme.

The school is part of the 'Brindshe Schools Federation' which is made up of three local primary schools in a 'hard and mature' federation. The Brindishe vision is that every child will be curious, compassionate, confident, collaborative and committed.

2.1 Leadership at all levels - What went well

- The determined and reflective head of school, supported by the collegiate senior leadership team, is clear that the school's vision and values apply to the whole community. She is ambitious for all and understands the importance of encouraging and valuing all to help them achieve their full potential. Senior leaders have clearly defined roles and their wealth of skills and knowledge combine as part of a collaborative team.
- Leaders prioritise the support and promotion of staff well-being. Staff, and their differences, are valued and celebrated. Leaders have developed trusting relationships with their colleagues. They facilitate a culture of transparency. Leaders endeavour to be highly visible and accessible with an 'open door' culture. Staff are surveyed for their opinions. Action is then taken based on feedback. For example, this has led to even greater clarity relating to knowing about upcoming events further in advance.

- Senior leaders have worked with subject leaders to support their leadership development. Continuous professional development (CPD) has been provided to support subject leaders in action planning and curriculum reviews skills. They have been supported to work together across the federation. The schools' intent, implementation and impact statements have developed with subject leaders increasingly able to evidence how their leadership is moving forward their areas of responsibility.
- Leaders ensure that all staff, including support staff, are invested in through CPD. Leaders strategically map out the CPD offer. This is linked to whole school development priorities. All support staff attend all staff meetings and are invited to 'pop up' training events. They receive the same CPD as teachers on matters such as assessment information to support evaluation of provision. The higher level teacher assistant and emotional literacy support assistant positions allow for support staff to progress. These approaches mean that support staff are valued and are able to grow their skills which in turn benefits pupils.
- Leaders undertake regular monitoring activities including learning walks and 'book looks'. They regularly drop into lessons. Senior leaders provide teaching cover which gives them greater understanding relating to teaching and learning. Governors and external partners support quality assurance. Leaders have a clear understanding of the strengths and areas for development, which underpins their leadership of school improvement.
- Leaders have led a whole school focus on the development of writing. The school has worked alongside others in the federation, their school improvement partner and as part of a Lewisham development group to establish a strategic plan. The English subject leader has been heavily involved in the process which has assisted their development planning. Staff have received CPD to maximise the impact of the different stages of the school's teaching sequence. Curriculum intent documentation has been further developed, including the overview of genres, to enhance progression. The Early Years Foundation Stage (EYFS) leader has provided CPD for Years 1 to 6 linked to communication and language. Working walls have been introduced as a whole school approach to give pupils further support. There is now more consistency in the school's approach to writing. Pupils are writing with increased stamina and the quality of writing has improved.

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

... there was continued development of assessment for foundation subjects to support future teaching and learning.

... subject leaders were further developed to increase their leadership understanding and skills to enable them to drive their subjects.

3.1 Quality of provision and outcomes - What went well

- There are exceptionally strong, appropriate relationships between adults and pupils across the school. This leads to a culture of learning partnerships. Pupils work collaboratively with each other and are supportive towards their peers. As a result, pupils feel safe and secure in their environment. This encourages them to be independent and demonstrate resilience in their learning. A group of pupils, whilst speaking about their learning, were proud of their achievements and proud of their 'struggle' to do so. They felt adults supported them well. Pupils are highly engaged in the learning process. They can readily remember what they have been previously taught and can articulate how previous learning experiences have benefitted them.
- Teachers model learning and expectations clearly to pupils. In mathematics lessons in Years 3 and 4, pupils were shown problem solving strategies which they were then able to apply themselves as a result of clear explanations by adults. In a Year 1 mathematics lesson on partitioning, the teacher used 'my turn, your turn' to support pupil's understanding, which allowed them to access the learning.
- In September 2021, 'Bug Club' was introduced as the synthetic phonics programme. This academic year the school has refined their approach. There has been CPD for all staff. The reading scheme has been further aligned with phonics. Leaders regularly review phonics provision and pupils' progress. One to one interventions and small targeted groups are used when pupils who may benefit from additional support are identified. Parental workshops have helped families support children at home. As a result of a whole school focus, pupils' progress and attainment in phonics have increased significantly.
- Teachers support pupils to make links to previously acquired knowledge when undertaking new learning. In a Year 5 design technology lesson linked to kites,

pupils were able to remember prior knowledge to apply to the design process. In a Year 2 mathematics lesson, pupils applied their addition and subtraction knowledge in an enjoyable, challenging activity which supported their recall and retrieval. Teachers' subject knowledge, and the school's intended curriculum, support pupils to make connections within and across subjects.

- Pupils' vocabulary is developed well across the school. Teachers provide explicit teaching on key language. They spend time explaining its meaning and ensuring pupils have a secure understanding. Teachers are ambitious for pupils in their use of terminology. As a result, pupils use sophisticated, challenging vocabulary correctly and in context. In a Year 3 science lesson on reflective materials, visual displays of vocabulary supported pupils' accurate use of scientific language. Similarly, in a Year 1 science lesson on classification, the teacher used the learning environment to support pupils to identify similarities and differences between different species of birds.
- EYFS staff have introduced 'Drawing Club' as an immersive approach to support children's writing. Children benefit from shared, teacher-guided writing experiences. Key vocabulary is explained in an interactive manner. Teaching draws upon children's phonics knowledge. In Reception sessions linked to creative vehicles, children were able to apply sentence structures that had been modelled and use ambitious language in their own writing.
- Teachers provide a range of scaffolds and resources to allow pupils to access learning without limiting expectations. Word banks, sentence stems, learning environments, writing frames and other supports assist pupils to be successful.

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

... further opportunities were provided for pupils to deepen and secure knowledge through all parts of lessons.

... responding to learning was reviewed including feedback and marking to ensure a more consistent approach.

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

- Senior leaders are resolute in their support for all. The deputy head for inclusion said, 'We want the best for everyone in the community'. Leaders have used CPD sessions to support the development of the inclusive common vision. Equality of opportunity is important to staff. They support and challenge each other to ensure they create high quality opportunities and support for all pupils,
- The passionate inclusion team, consisting of leaders, teachers and a range of specialists, works closely with teachers and support staff. Colleagues across the school collaborate to share inclusive knowledge and skills. Resources are freely shared. CPD sessions take place for whole school inclusive strategies. CPD also takes place with individuals or year groups to support specific needs, cohorts or pupils. Post pandemic, the school relaunched their approach to 'zones of regulations'. Time was spent with staff reflecting on how this could make the greatest difference to pupils. Following a concerted focus, 'zones of regulations' has supported a decrease in behaviour incidents and helped promote empathy for all pupils, particularly a small number with significant needs. The school has shared this practice and its leadership with other schools in their Challenge Partner hub.
- Staff know their families well and offer strong levels of support and challenge linked to attendance. There are robust, rigorous and relentless processes which involve the school administrator, the family support lead, senior leaders and the federation attendance, welfare and safeguarding officer. Attendance is a key part of pupil progress and provision meetings. Messages go into the newsletter about the importance of attendance. Prizes are awarded to classes with the best attendance. Leaders conduct home visits to the hardest to reach families to ensure pupils attend and access support. School attendance is above the national average.
- The school has well-established systems to identify pupils who may require additional support in all areas of school life. Leaders have fortnightly inclusion meetings whereby key staff work together to understand potential challenges for pupils and to problem solve how the school can further assist. The school has recently introduced 'Sonar' as a tool to further analyse assessment information, for all pupils including those who are vulnerable. Provision mapping software, 'Edukey', supports reviews of provision. Pupil progression and provision meetings allow teachers and leaders to work together to refine their offer and put in place

intervention where appropriate. Curriculum adaptations are made as a result of these meetings to inform future inclusive teaching and learning. Further to this, the school has a culture of continuously reviewing the impact of the provision for vulnerable pupils. Where appropriate, the school swiftly puts in place targeted support for pupils as staff respond quickly to meet needs.

- The school works with a wide range of external professionals to help them support vulnerable pupils. The innovative deputy headteacher for inclusion has pioneered a 'caseload' model whereby agencies work in close partnership over time with the school to ensure that strategies are securely embedded. This has made a significant impact on developing the provision for a number of pupils' with complex needs.

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

... provision and targeted approaches for disadvantaged pupils were continued and refined to accelerate progress.

5. Area of Excellence

N/A

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.



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For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)