

Cultural Diversity Quality Standard

Assessment Report

Name of school:	Brindishe Green Primary School
Peer assessor:	Camilla Chandler-Mant
School colleague/s:	Eadaoin Kelly
Peer assessment date:	9/1/2013
Level of Award:	Diamond

Context

Brindishe Green School is a primary community school. It is federated with Brindishe Lee School and recently entered into partnership with Lee Manor School, the schools work very closely together. The federation is run by the Executive Headteacher Dame Vicki Paterson; the Associate Headteacher of Brindishe Green is Sarah Gorbutt. The school is based in Lewisham and has 632 students on roll; there is a large EAL community and 50 different languages are spoken at the school, staff report that 'children from all over the world attend Brindishe Green'. 38% of students are eligible for free school meals.

In 2007 Brindishe Green was a failing school; it formed a partnership with Brindishe Lee and vast improvements were made. The school was deemed as outstanding at its last OFSTED inspection in October 2011.

Standard 1: Ethos

The ethos of the school is fully inclusive; it recognises the diversity within the student body and seeks to celebrate it as often as possible. Senior staff at Brindishe Green describe the culture of the organisation as fluid and responsive to change. Work across the three partnership schools is seen as very important and making a huge contribution to school ethos. The fact that work is done in teams across the schools is seen as very valuable. This type of partnership working adds a huge amount of value to the school. Staff fully recognise the need to understand the diversity of the school and local community; they seek to ensure all children and their families feel safe, secure and have a voice that is heard. Much work has been done to develop engagement with parents which is now reaping rewards.

Brindishe Green has achieved the UNICEF Rights Respecting Schools Award in recognition of its approach to The Convention on the Rights of the Child.

Standard 2: Achievement

Achievement at Brindishe Green is outstanding. This was noted by OFSTED at the last inspection (October 2011); outcomes for individual groups of children were graded as 1, as was teaching. The school has a very well-tuned method of tracking the progress of students and is able to accurately identify how well each individual group is doing. This is done at classroom, whole school and cross federation level. The staff take a collective responsibility towards the progress of the children and numerous interventions are applied if additional help is needed or a child is deemed to be gifted and talented. Attainment at the end of Year 6 has risen sharply and is now above average in English and high in Mathematics. Though there are variations, there is no pattern of underachievement in any group. OFSTED noted that there was very little difference between the performance of boys and girls across the school or for pupils that are eligible for free school meals and those who are not. Results also show there is very little difference in attainment between different ethnic groups. In 2011 OFSTED noted that:

The school promotes equality excellently for the different groups and tackles any racist behavior and discrimination very effectively. This enables all groups of children

to achieve very well. Community cohesion is outstanding. Pupils have an excellent knowledge and understanding of their local, national and international communities.

Standard 3: Curriculum

Brindishe Green states that all policies are underpinned by a commitment to cultural diversity and equality. The school's achievement policy states that 'We learn best when we feel a sense of belonging and inclusion'. The curriculum at the school clearly reflects these commitments. A new curriculum entitled 'The world is my classroom' has recently been written which covers all three schools. This enables staff to formalise and embed topics based around cultural diversity, rights respecting schools and eco-based work.

Documentation from Brindishe Green shows very clearly how the curriculum covers cultural diversity and equality; examples given are both comprehensive and relevant. Staff report that the global dimension is a feature of all curriculum work and are very keen to ensure the children are well prepared for the world in the future.

Standard 4: Parent/Carer and Community Engagement

The school is fully outward facing. The school leadership recognizes the need to engage the community in its broadest sense and understands that this approach builds the social capital of the students and families. Brindishe Green uses a variety of different partner organizations to enhance its curriculum and pastoral offer; staff describe the school as having 'lots of links at lots of different levels'. The school understands the link between community engagement and raising attainment. Relationships appear to be reciprocal. Partnership with the additional federation schools has massively enhanced this area.

Brindishe Green has developed a very positive partnership with a school in South Africa; this has resulted in curriculum work being done between the two schools and teacher exchange.

Engagement with parents was initially a struggle for Brindishe Green, but this area has now grown to be very successful. Parents are forming a charity to support the school, events have grown and are now very well attended; staff report that parents feel welcome and cultural barriers have been broken down.

Standard 5: Staff and Governors

Teaching and support staff at Brindishe Green are fully committed to creating a culturally inclusive environment. Staff understand that if quality of opportunity does not exist for each cultural group and they do not actively promote all aspects of community cohesion children will not achieve well at the school. Staff training on cultural diversity and equality reflects this approach; the UNICEF Rights Respecting Schools training is a good example. Governors also receive relevant training on cultural diversity and equality which helps cement this area as a foundation of the school.

Standard 6: Specific Projects and/or Innovations

Brindishe Green is federated with Brindishe Lee School having been in partnership for 3 years; this partnership is now being enhanced by working closely with Lee Manor School. The work the schools develop and participate in together is outstanding. The schools have very different cultural and ethnic communities and the partnerships serve to build trust and enable celebration of cultural diversity. Joint projects include twinning and international links and the Rights Respecting Schools Award linked with the development of pupil voice.

Both schools seek to share their expertise and experience with other schools and are involved in a number of projects locally and nationally, for example Brindishe Green is a centre of excellence for different models of leadership. The school's achievements have been recognized by many awarding bodies, including the Healthy Schools Award, Arts Mark Gold, Eco Schools, Sports Mark Gold and the Inclusion Mark. All show a commitment to equality of opportunity for students.

The Young Interpreters Scheme at Brindishe Green is a project of particular note. Bi-lingual children work with new children with EAL in order to help them integrate into the school. This is a hugely innovative approach which helps promote community cohesion.

Summary

Brindishe Green School fully satisfies the criteria for the CDQS Diamond award. School staff understand the needs of the families with whom they have contact and seek to provide an environment and education which promotes success for all. Ethos, hugely improved attainment, a curriculum that reflects the needs of the students and work with parents and the community all add up to outstanding achievement. The fact that Brindishe Green is part of a larger federation/partnership of schools adds a huge amount of value. Staff are able to learn from one another in a fully supportive environment; this sharing of good practice is a key reason why the Diamond CDQS has been awarded.

Peer Assessor: Camilla Chandler-Mant

Date: 9.1.13