

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Brindishe Manor
School Address:	Leahurst Road, Lewisham, London, SE13 5LS
Hub School:	Brindishe

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Unique Reference Number:	100693
Local Authority:	Lewisham
Type of School:	Primary
School Category:	Community
Age range of pupils:	3-11
Number on roll:	479
Head teacher:	Executive Head: Dame Vicki Paterson Headteacher: Gerlinde Achenbach

Date of last Ofsted inspection:	18-19 September 2013
Grade at last Ofsted inspection:	Outstanding
Date of Quality Assurance Review:	21-23 March 2016

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Outstanding
Outcomes for Pupils:	Outstanding
Quality of Teaching, Learning and Assessment:	Outstanding
Area of Excellent Practice: Distributed leadership	Confirmed previously
Leadership – at all levels, intra and inter-school	Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Brindishe Manor School appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report of 18-19 September 2013.

¹ 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.

Information about the school

- Brindishe Manor has two part-time Nursery classes and a bulge class in Year 5 that has been part of the school since 2010.
- The proportion of pupils with free school meals/Ever6 is broadly at the national average and the deprivation indicator is just above the national average.
- The percentage of pupils from minority ethnic groups is well above the national average. About a third of pupils at the school speak English as an additional language, which is well above the national average.
- The proportion of pupils with SEND is broadly in line with the national average.
- The school's percentage stability indicator is just below the national average.
- FSM entitlement and the number of pupils with SEND can vary greatly from year to year.
- Brindishe Manor is part of a hard federation of three schools led by an Executive Head with a Headteacher in each.

School Improvement Strategies

What Went Well

- Relationships between the entire school community are excellent and are systematically developed and continuously maintained. School leaders have nurtured and developed tremendous buy-in from everyone, which enables school improvement to be dynamic and valued universally.
- The federation, or partnership, between the Brindishe schools is highly supportive. The benefits and opportunities are utilised flexibly and purposefully across each school.
- The high level of autonomy and trust allows staff to develop best practice whilst acknowledging their responsibility and accountability.
- The strategic vision of leaders has provided for very effective succession planning for leaders at all levels, particularly for middle leaders and for teachers at the beginning of their careers.
- Middle leaders have many strengths and show drive and ambition. They are able to innovate, quality assure standards and lead training.
- Newly qualified teachers, trainee teachers and teachers in their second year of teaching show a very high level of enthusiasm and recognise the careful support they receive from the school community and greatly value the integrated and personalised approach to continuing professional development.
- The partnerships centred around learning are powerful and drive achievement. These are linked throughout the school; between pupils, between pupils and staff and between staff at all levels.

Even Better If...

...planning for continuity and succession was a priority for the school as there are a high number of maternity leaves and half of the teaching staff, include middle and senior leaders, will be new to the school and/or their role. The priority and challenge for the school during the current and next year is to maintain the high standard of teaching and learning.

Outcomes for Pupils

- In Reception the Good Level of Development in 2015 was, at 85%, significantly above the national average in all areas. Disadvantaged pupils achieved as well as non-disadvantaged pupils. A gap between girls' and boys' performance, mostly in writing and number, matched the national picture. However the achievement of boys was well above that of boys nationally.
- Results of the 2015 Year 1 phonics screening check, at 87%, were well above the national average and show consistent improvement year on year. The performance of disadvantaged pupils has improved by 16% since 2014, significantly closing the attainment gap.
- In KS1 the average points score across all subjects in 2015 was significantly higher than that nationally with a rapid increase since 2012. Writing had the lowest score but was significantly higher than the national average. Girls did better than boys in all subjects, matching the national picture. However, scores for both were well above national averages. Disadvantaged pupils attained just below other pupils in the school but higher than disadvantaged pupils nationally.
- In KS2 the average points score in all subjects in 2015 was significantly higher than that nationally. Boys and girls attained at broadly similar levels with a small in-school gap between disadvantaged and other pupils except in reading where disadvantaged pupils out-performed other pupils. Overall, disadvantaged pupils attained higher than non-disadvantaged pupils nationally.
- Progress from KS1 to KS2 is very high for all prior attainment bands and rates of more than expected progress are particularly high. There are no significant gender gaps and progress rates are very high for the disadvantaged and for pupils with special needs.
- In 2015, value added was at 103.2 with all sizeable groups recording significantly above average scores.
- First hand evidence as seen in current summative assessment data and analysis, pupils' learning as seen in their work on display and in their exercise books and folders as well as their learning in observations indicates that outcomes across the curriculum are very high and that progress will be sustained.

Quality of Teaching, Learning and Assessment

What Went Well

- Pupils are strongly encouraged to lead their own learning and to develop for themselves further learning opportunities. This can be seen throughout the school; in lessons, in discussions with pupils about their learning and in discussion with pupils' teams such as the Digital Leaders, for example.
- Assessment for learning strategies are highly successful, they are dynamic and appropriate to the subject. Teachers are responsive to the learning taking place and pupils are given many opportunities to explain and reason following skilled questioning by teachers.
- Teaching Assistants provide excellent opportunities for pupils to develop and deepen their learning. They work intelligently and seamlessly to support pupils in lessons and across the curriculum.
- Marking is purposeful and pupils describe how well it supports further learning, encouraging them to reflect on and plan for their next steps.
- The engagement and enthusiasm of pupils for learning is superb across the curriculum and across all age ranges. Pupils of all ages collaborate, behave exceptionally well throughout learning and, from the very youngest age, show sustained levels of concentration.
- Throughout the EYFS, provision is simply sensational with a range of stimulating and linked learning opportunities planned for both adult led and child initiated activities. The transition between Reception and Year 1 is very well planned: an EYFS-style day - including both indoor and outdoor provision - extends throughout Year one and allows pupils to maintain high levels of independence and responsibility in their learning.
- There is a very good range of cross-curricular opportunities showcased in the excellent learning environments in both classrooms and shared areas. Learning is supported by consistently high quality resourcing and the integral use of technology to help recap prior learning and engage pupils.
- Teaching and learning are underpinned by very positive relationships throughout the school community where everyone is encouraged to work independently and the ethos of autonomy inspires trust.
- The pursuit of excellence and the trust given to teachers, support staff and pupils to plan and develop each stage of the learning journey, leads to stimulating and exciting learning opportunities for pupils.

Even Better If...

...in lessons where expectations are pitched at a very high level, teachers took time to scan the room to check that all pupils are keeping up, and where needed to respond, for example by offering further explanation or working with groups or individuals.

Quality of Area of Excellent Practice

Leadership – at all levels, intra and inter school

The school already has a confirmed area of ‘distributed leadership’ but leaders have developed this much further to extend leadership across the entire school community which provides a momentum for school improvement.

Pupils are leaders of their own learning: they are encouraged to ask questions and explain their thinking. Adults work hard to provide opportunities for pupils to develop their ideas and lead the direction of their learning. Pupils also lead through pupil teams which often contribute towards the achievement of a whole school award or quality mark. Teams include Digital Leaders, the Rights Respecting Team, Young Interpreters, the Eco Team, Sports and Play Leaders.

The adult leadership teams work across the federation of three schools. The school operates a flat structured, non-hierarchical system where leadership is given to those who *are* an authority as well as those who are *in* authority. Leadership teams are not fixed, are built around a task or outcome and include adults at all levels of responsibility. Staff at all levels aspire to lead; this includes NQTs and TAs leading lunchtime and after-school clubs and Team Leaders contribute significantly and directly to whole school review processes and to school development planning at strategic and operational levels.

Leadership in the federation makes significant contributions to local and other London schools through partnerships and collaborative projects and school to school support networks. The school supports teachers to move into senior leadership through its bespoke programme commissioned by the Exec Head and running in conjunction with the Institute of Education. This year this involves fifteen middle leaders from local schools. The schools’ partnerships with the National College for Teaching and Learning, Challenge Partners and Teaching Schools networks provide opportunities for leaders at all levels at Brindishe Manor to support other schools.

The impact on pupils’ outcomes can be seen in the year on year improving data which is significantly above national averages and the number of accredited awards such as Artsmark Gold, Rights Respecting Schools Award (RRSA), Geography Mark (PGQS) Gold and the CDQS Gold.

The school intends to use the skills of leaders as NLEs, SLEs, LLEs and others through the National Support School Network, for example, to impact positively on outcomes in other

schools and ensure that teaching and learning across the three-school federation is mostly outstanding and never less than good.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

Leaders at all levels are always interested in what other schools are doing and are keen to reflect on and see whether there are any ideas that could be developed at Brindishe Manor.

How have you worked with, or supported, other schools in Challenge Partners?

Brindishe Manor is an outward facing school as are the other schools in the federation. It gives generously of its time and expertise for the benefit of pupils in other schools. Numerous examples include: CPD on the 'Brindishe Learning Year' and Spirals of Enquiry; sharing its curriculum design and the 'Steps in Learning' assessment system; the 'Stepping up to Senior Leadership' training programme; a bespoke programme for trainee teachers and NQTs within the hub; 'pop-up' training using the expertise of staff at all levels; hosting visits from other schools, focused for example on mathematics or early years provision; and supporting schools further afield, for example, in Eastbourne.

Middle leaders have also come together to meet within the hub to explore how to go 'beyond homework' to make learning between home and school – 'home learning' – seamless, for example using the MLE (Fronter)

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.

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

The school embraces what Challenge Partners has to offer. While at this stage there is no need for additional support, leaders are constantly alert to what might be just over the horizon and what it can gain and share in partnership with other schools.