



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BRINDISHE MANOR SCHOOL

Name of School:	Brindishe Manor School
Headteacher/Principal:	Kate Porter
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:	01/11/2023
Overall Estimate at last QA Review	Leading
Date of last QA Review	12/01/2022
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	18/09/2013



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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 Manor is a larger than average two-form entry primary school in Lewisham, an economically and culturally diverse part of South-East London. There are currently 447 children on role housed in a range of Victorian buildings. The school also has a wrapround provision, called Little Gremlins, which provides before and after school care.

Brindishe Manor forms part of the 'Brindishe Schools Federation', a group of three primary schools which provide staff, pupils, and the wider community opportunities to work with each other.

Brindishe Manor is a popular school. Despite a fall in pupil numbers within Lewisham, the school remains oversubscribed. The school's vision is that all children will leave with the knowledge and skills needed for the next stage of their academic journey and beyond. With rights respecting at the heart of Brindishe Manor 's curriculum, all members of the school community strive to ensure that everyone feels valued, secure and is treated with fairness and respect.

2.1 Leadership at all levels - What went well

- The school has a strong and dynamic senior leadership team, who continuously share the Brindishe Manor vision to ensure that all pupils have access to a wide and rich set of learning experiences. Leaders make use of evidence-based learning to make a proven, discernible contribution to improving, monitoring, and refining every aspect of school life.
- Brindishe Manor's leadership team regularly shares their expertise across the wider community. There is clear evidence that the sharing of the school's assessment of non-core curriculum subjects, has supported colleagues across the Brindishe Federation.
- Communication is a strength and results in staff, parents and students being clear about what is expected of them, leading to consistency, trust, and respect at all levels. Pupils are rightly proud to attend Brindishe Manor and the positive difference that the school has made to their lives. This was shown by a Year 5 pupil who proudly reported, 'my lessons have inspired me to become successful in later life.'
- Regular coaching conversations between leaders and staff ensure that continuing professional development (CPD), is targeted to meet identified needs throughout the school. The success of the school's recent CPD has seen staff gaining the skills to adapt core subject assessments to use in foundation subjects.

- Shared accountability is a feature of the school's continuing success. Phase leaders regularly conduct monitoring of teaching and learning. This process provides evidence to support coaching conversations, which provide staff with guidance and support. The impact of these conversations is routinely monitored through follow up monitoring, which celebrate achievements and determine next steps.
- The leadership team have worked closely with subject leaders to develop a cohesive approach to the teaching of diversity across the school. This has included the sharing of texts such as 'Black and British' and the naming of classes after inspirational figures from a range of ethnicities. Pupils' cultural awareness is also developed through use of visits and visitors. These have seen pupils undertaking a variety of experiences ranging from discussions with local hairdressers to virtual presentations from scientists considering the implications of terraforming Mars.
- Staff and pupil wellbeing is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership. This has resulted in several practical measures, such as the introduction of a live feedback policy and regular sessions on wellbeing. High levels of staff retention, plus positive feedback on questionnaires, demonstrate the impact of this work.
- Brindishe Manor's governors have actively sought validation of leaders' work, and regularly complete visits linked to the school's development plan. In recent visits they have investigated next steps for the development of SEND provision, which has led to the school refining its CPD offer.

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

... leaders continued to embed the school's approach to teaching writing, ensuring a focus on supporting pupils to reach a greater depth standard.

3.1 Quality of provision and outcomes - What went well

- Staff at Brindishe Manor pursue a shared vision to provide a broad and balanced curriculum for all pupils, which is embedded securely and consistently across the school. The impact of this vision is evident in well-presented books and displays demonstrating carefully planned and clearly sequenced learning across a range of curriculum areas. The work given to pupils, over time and across the school, consistently matches the aims of the

curriculum. It is coherently planned and sequenced towards building sufficient knowledge and skills for future learning.

- Positive attitudes in all lessons demonstrate pupils' engagement, as do comments which show their deep level of learning, both inside and outdoors of school. Pupils are proactive in making tangible contributions to the life of the school and the wider community. This was demonstrated by a Year 6 pupil's comment that, 'as a playground leader I enjoy collecting the views of others on how we could improve lunchtimes.' The positive impact of the school's curriculum was also described by a Year 3 pupil, 'I really enjoy learning through experiments in our science lessons.'
- Leaders' robust strategies to develop reading, underpinned by a rigorous approach to the development of vocabulary, has provided pupils with the means to clearly articulate their opinions and evaluate their learning. The impact of this focus, which has further developed pupils' curiosity across the broader curriculum, was demonstrated by a nursery pupil's observation that, 'last weekend we had a pumpkin, and it had a bat symbol carved in it'.
- Teachers' strong subject knowledge, which is developed through well targeted professional development, allows them to provide precise feedback to further accelerate progress. Pupils value feedback which encourages them to reflect on strategies to improve their learning to build sufficient knowledge and skills to support their future learning. For example, a Year 6 pupil stated, 'teachers provide us with questions which encourage us to think about our next steps.'
- The Brindishe Manor curriculum provides aspirational learning opportunities to prepare students for the next stages of their lives. The teaching of key issues, such as the development of identity, is routinely supported by external speakers and visits which encourage pupils to consider choices that they will make in their future. In addition, pupils proficient use of new technology provides key information to ensure that they can confidently access prior knowledge to develop their understanding of key issues.
- High levels of attendance provide clear evidence of the positive learning culture, which is supported by Brindishe Manor's approach to supporting pupils' personal development. Each class follows a PSHE curriculum, which is clearly sequenced and allows opportunities for teachers to include topics which are pertinent to the school's circumstances. A recent example of this has seen a focus on vaping, which has been supported by a visiting community police officer. Assemblies provide regular opportunities for collective reflection, sharing of rights, respecting values, and a stimulus for important cultural, social, and curricular topics. This focus on personal development ensures that all pupils behave with consistently high levels of

respect for others. This was demonstrated by the school's peer mentors creating 'selfie stations' to allow members of their community to share positive messages with each other.

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

... leaders continued to share best practice in the early years across the wider community.

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

- The school leadership team articulates a clear vision that 'we have a duty to offer the provision, to foster inclusion and provide full educational access to all pupils.' This shared approach encourages all staff, parents, and pupils to work closely together to ensure that those with additional needs are consistently provided with high quality personalised learning opportunities.
- Effective SEN provision is provided for those pupils with the highest level of need through the teaching of bespoke curriculum provision. This draws on the experiences of a wide range of professionals from within the school and across the federation. It supports vulnerable learners by providing a range of activities, including flexible use of workstations, which equips them with the skills needed to thrive academically, socially, and emotionally.
- The individual needs of disadvantaged pupils are known, and support is put into in place for all staff to identify and share barriers to learning. The prioritisation of vocabulary acquisition supports them achieving the best possible outcomes from their starting points.
- There is a clear expectation in the school that all disadvantaged pupils, deepen their learning through the specific learning interventions which support their behaviour and emotional needs. The success of these pupils is celebrated by all, whether it is demonstrated by their academic progress or improved motivation and confidence.
- The school's effective range of partnerships with external providers ensure that vulnerable pupils have a smooth and purposeful transition into the next stage of their education. All disadvantaged pupils receive priority places in

extracurricular clubs and regularly visit other settings, including the Royal Opera House, and attend regular residential.

- Leaders have developed positive relationships with parents by helping them to overcome barriers to learning for their children. Examples of support include places at after school clubs, summer camps and subsidised trips. This leads to positive comments from parents who are reassured that their children will be well educated at the school., such as 'I am so glad that my son is at Brindishe Manor. The continual adaptation to his learning has meant he has made excellent progress and loves coming to school.'

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

- ... leaders continued to support pupils' acquisition of character and cultural capital by providing staff with the support and challenge to deliver quality first teaching.
- ... staff continued to share their best practice, including communication friendly classrooms and the use of widgets, with the wider community.



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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.

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



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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>)