

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Brindishe Lee
School Address:	Wantage Road, Lee Green, London SE12 8NA
Hub School:	Brindishe Schools

Telephone Number:	02083184626
Email address:	headteacher@brindishelee.lewisham.sch.uk

Unique Reference Number:	100717
Local Authority:	Lewisham
Type of School:	Primary
School Category:	Community
Age range of pupils:	4–11
Number on roll:	272
Head teacher/Principal:	Executive Head Dame Vicki Paterson; Headteacher Diane Spalding.

Date of last Ofsted inspection:	October 2011
Grade at last Ofsted inspection:	1 Outstanding

Date of Quality Assurance Review:	23– 22 March 2015
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies:	Outstanding
Achievement is:	Outstanding
Quality of Teaching:	Outstanding
Area of Excellent Practice:	
Leadership at all levels (inter and intra schools)	Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Brindishe Lee appears to be firmly within the Outstanding grade as judged in the school’s Ofsted report in 2011.

Information about the school

- This is an average-size primary school.
- The proportion of disadvantaged pupils is below average.
- Just over half the pupils are from ethnic minority backgrounds and the proportion with EAL is above average.
- Pupils with SEND have mainly speech language and communication and social difficulties.
- The school is part of a highly effective three school federation.

School Improvement Strategies and area of excellence

- The area of excellence is inextricably linked with school improvement strategies because opportunities for high quality leadership are open to all staff at the school. Their eager response to opportunities arising from the Brindishe Schools' partnership drives and develops practical ways of sustaining first class outcomes for pupils.
- From a firm basis of outstanding practice, Brindishe Lee has collaborated with its partner schools which have now both been judged outstanding. Now there is an exchange of rich practice between the partners that sustains development and continued quality.
- Interpreting national developments in the interest of pupils is characteristic of school improvement in the partnership. A complete and original approach to the new national curriculum from Reception to Year 6 was developed by staff from across the three schools and all working together. It underpins very well planned learning that engages pupils intensively and secures rapid progress at all levels.
- A system of assessment to replace levels was devised by staff from all three schools under the leadership of the headteacher of Brindishe Lee. Teachers implement it with confidence and use it to track progress. Moderation with partner schools has demonstrated its accuracy.
- The range of training and development opportunities arising from pooling the expertise and innovative approaches of three schools is exceptional. Teaching assistants are an integral part of all staff activities and function in effect as additional teachers; indeed many go on to formally qualify as teachers.
- Rigorous self evaluation reviews the progress profile of each year group and identifies priority groups and targets from data.
- For individual pupils, meetings take place for class teachers with the leaders in literacy and numeracy and inclusion. Teachers to lead their own inquiry-based action research to address issues identified. This contributes to the rich store of good practice that is shared.
- During a successful event called 'Market Place', a 'sharing of ideas and resources day' held with the other schools in the Brindishe partnership members of the school staff shared their strengths and learned from others. The widespread contributions extended to all staff, for example lunchtime play leaders shared strategies and games they had developed with their peers from

the other schools. This is typical of how every member of staff contributes to the quality of learning.

- The confidence of senior leaders in allowing leadership to be taken up by all staff wins respect, loyalty and exceptional commitment, striving for nothing but the best at all times.
- As indicated in the partnerships section the school readily shares its expertise in improvement strategies with other schools.
- With such widespread leadership and commitment, there are no “even better if” factors that are significant for the whole school. The presentation of evidence for the area of excellence is exemplary and convincing.

Pupil Achievement

- This is a very high achieving school. It uses data on progress to constantly improve what groups and individuals achieve. What strikes the visitor at once is how every space is adapted to learning opportunities that pupils use well. Displays celebrate pupils’ high quality work and from many viewpoints in the open plan layout pupils are influenced by seeing other groups working hard together. Well -resourced outdoor learning and projects extend the learning of all pupils, not just in Reception. The impact of all this is that pupils understand that the school is all about learning. They are always involved in interesting work and clear about what to do. Their interest and perseverance never flags through the day and this contributes greatly to high achievement in lessons and over time.
- Pupils make excellent progress in all classes across the school. By the end of Year 6, they reach standards in reading, writing and mathematics that are well above the national average.
- In Reception, high numbers achieve good levels of development well above the national. They make rapid progress and are well prepared for learning in Year 1.
- From a lower starting point in Literacy, boys are catching up well because developmental needs are identified and acted upon quickly. For example work on pencil holding for a targeted group of boys within the year group led to gains in confidence in writing.
- This good start is built upon further in Year One, as evidenced within the phonics screening check, with pupils scoring well above the national average.

- Average points score for all pupils in Year 2 are well ahead of national over time and rose further in 2014. Groups are ahead of similar groups nationally.
- In Year 6 almost all pupils reach at least a Level 4. The gap for disadvantaged pupils from others has almost closed internally and they are well ahead of other pupils nationally. Achievement at Level 5 is high and includes some middle ability pupils who make very good progress. Level 6 results are commendable both in maths and writing.
- Typically, all groups of pupils, including those of White British heritage and those learning English as an additional language, make outstanding progress throughout the school.
- Pupils who benefit from additional funding, the pupil premium, make exceptional progress. Their achievement has risen because of the support they receive. The school continuously reviews progress made by pupils and addresses pupils learning needs swiftly. Action research is led by teachers to address necessary actions within their class and staff make very good use of pupil performance data.
- The link between data analysis and teaching and learning is clear within the school. Teachers' planning and teaching is targeted accordingly and adults within the class are clear about how to move children's learning on.

Writing

The review looked at writing in learning walks. It was very clear that high standards are reached in Reception and progress is sustained to high levels as children move up the school. In Year 1 pupils are showing stamina in writing at length and presentation is clear. By Year 2 pupils are using an "editor's corner" to help each other improve writing and editing their own work. Boys are showing interest and engagement and a small group was adding enriching detail guided by the TA's stimulating questions. Many found their own quiet spaces to concentrate and engage in writing. In Year 3 pupils' control of style and vocabulary develops well. Year 4 are covering a good range of genres and supported by next step marking. By Year 5 many pupils achieve writing that reaches or exceeds age-related expectations for older pupils. This means that by Year 6 pupils can engage in very expressive writing that is inspired by history, poetry and fiction. They write imaginatively and capture a range of moods through effective use of detail and vocabulary. The display of deeply thoughtful, "poems from a prison cell," was effectively supported by drawings and photographs of pupils recreating the isolation a political prisoner would feel.

Quality of teaching

- The quality of teaching is exceptionally high. The school is well on the way towards its target of 75% outstanding teaching. One of its strengths is its capacity to develop teachers from good to outstanding. Senior leaders provide intensive and highly constructive feedback when observing lessons.
- Most lessons seen during the review were clearly outstanding and others had outstanding features. The teachers enjoy the lessons and their enthusiasm inspires the pupils.
- The purpose of learning is always made clear to pupils. Lessons are designed so that pupils are active participants. There are high expectations and challenges at suitable levels for all abilities. Modeling what is expected is very clear.
- The use of timings in planning is very well judged to complete stages in the learning so that a great deal is accomplished at rapid pace.
- Teachers know the children in their classes very well and consider individual learning needs, behaviours and interests when planning the curriculum and lessons for their classes. Expectations are high and teachers plan tasks to support and challenge the different groups of learners.
- For example in Reception a writing frame was used with above age -related children that had a higher degree of challenge than the one used by the rest of the class. Other activities had a strong link with the focus of learning introduced by the teacher.
- Excellent teacher knowledge of pupils was observed in a Year 4 science lesson, where the teacher moved on each individual child's learning at the appropriate level of challenge, selecting children at a higher stage to act as 'experts' to explain their understanding of the concept of pitch.
- In a Literacy lesson observed in Year 6, the teacher and teaching assistant worked in perfect step with each other to challenge and extend all learners. Excellent subject knowledge and skilled questioning and modeling lead to deeper and more analytical responses from children in structuring an argument.
- In dance a class developed a deep understanding of movement and interpretation, whatever their level of natural ability.
- The teacher trusted a more able group in Year 5 to use time well to work independently to clear written instructions then reintegrated them smoothly with the whole class activity.

- The staff personalise learning. They are constantly refine ways of working with children who are MAMA (more and most able) and other groups in different subjects. Some of these children are also pupil premium. The school is being highly successful in raising the achievement of both groups in lessons and through participation in projects beyond the classroom which extend their skills.
- Adult/child talk is of a high quality. Conversations stretch children and develop their understanding. The school recognises the importance of questioning and has developed staff in higher order questioning techniques. Both teachers and TAs use higher level questioning techniques to challenge children and identify and address misconceptions, thus moving learning on.
- The support given by teaching assistants is exceptionally effective. The school recruits high quality assistants, many of them are graduates. They work very closely for extended hours with teachers to support children and move learning forward. They are fully involved in planning and reflection. They attend staff meetings and CPD training. They are highly valued by the school and take an active role in development teams, sharing their expertise. Training and involvement enables them to support all groups of learners very effectively.
- Teachers' conscientious planning and reflective approach and the support of colleagues mean that rare "even better ifs" are quickly adjusted.

Partnerships

- Partnerships are a strength of the school, with strong links both within and beyond the hub.
- Teachers continue to develop lines of enquiry through the use of action research. Links across the partnership allow peer support at all levels of staff within school, enabling relevant professional dialogue and development.
- The school has a strong relationship with the local authority which values its willingness to work with others.
- Children at Brindishe Lee benefit from strong links with a range of partners, enhancing provision across the curriculum. This includes businesses and arts organisations. Partnerships with two independent schools provide a range of enrichment activities.

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

The school contributes strongly to the development of the primary dimension of Challenge Partners, for example in the recent guide to good practice in Early Years. The school is well placed to make and benefit from further contributions to Challenge Partners projects.