

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Brindishe Manor Primary School</b>
<b>School Address:</b>	Leahurst Road, Lewisham, London, SE13 5LS
<b>Hub School:</b>	Brindishe

<b>Telephone Number:</b>	020 8852 0852
<b>Email address:</b>	headteacher@brindishemanor.lewisham.sch.uk

<b>Unique Reference Number:</b>	100963
<b>Local Authority:</b>	Lewisham
<b>Type of School:</b>	Primary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	3 – 11
<b>Number on roll:</b>	479
<b>Head teacher/Principal:</b>	Executive Head – Vicki Paterson Headteacher – Gerlinde Achenbach

<b>Date of last Ofsted inspection:</b>	18 – 19 September 2013
<b>Grade at last Ofsted inspection:</b>	Outstanding

<b>Date of Quality Assurance Review:</b>	22 – 24 March 2017
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>**

**School Improvement Strategies:** Outstanding

**Outcomes for Pupils:** Outstanding

**Quality of Teaching, Learning and Assessment:** Outstanding

**Area of Excellence:** Confirmed  
**A Creative Curriculum**

**Previously accredited Areas of Excellence:**  
**Distributed Leadership**

### **Overall Review Evaluation**

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

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 6 that has been part of the school since 2010.
- The school is larger than the average sized primary school.
- The proportion of girls in the school is lower than that usually found.
- Most pupils are of White British heritage with the remainder coming from a wide range of ethnic groups
- The proportion of disadvantaged pupils is average.
- The proportion of pupils who have special educational needs and/or disabilities is just below average.

## School Improvement Strategies

### What Went Well

- Leaders have high expectations of themselves and all staff. Everyone has a shared belief that only the best is good enough. Partnership and collaboration is the key to the school's ethos. There is a strong culture which promotes the inclusion of all staff in the decision-making process. Middle leaders are trusted to take risks and their ideas are well supported. They are enthusiastic and completely committed to the Brindishe philosophy. They are driven to do the very best for all children.
- A highly supportive environment provides training for teachers and leaders in a variety of disciplines and there are no missed opportunities. Training does not always reflect the development plan because plans are adaptable, open and responsive to the needs of children and adults in the school community. Professional development is exciting and thought provoking which enhances the delivery of the curriculum.
- Performance management and appraisal focus on areas for development and leaders don't shy away from difficult conversations. Middle leaders are proactive and pick up any possible issues as they arise, nipping them in the bud.
- Self-evaluation is incisive and all leaders contribute and discuss. The SAR is written by each of the Brindishe schools termly following the assessment cycle. One report is written across the three schools by the school improvement adviser. The process is smooth and ensures that all leaders have a clear picture of achievement both within and beyond their own school. SEFs are also openly shared between schools which is very helpful for comparative purposes and shares the journey of improvement. The power of three is collaborative yet competitive.
- Senior leaders are not afraid to hold staff to account and are rigorous in this regard. Regular observations and learning walks pick up any areas for attention and support is immediately to hand. Mentoring, lesson study and other interventions are

effective in improving teaching. As a result, the vast majority of teachers remain at the school and go from strength to strength. This is a real asset.

- Planning, progress and provision meetings involve staff who work with particular children. A discussion takes place to address the achievement of different groups of learners, the disadvantaged for example. A rigorous and thorough team effort decides on what provision needs to be made for particular children.
- The school 'grows their own' teachers through a variety of different routes. Leaders spot very quickly what they can build upon in individuals. This is why there are strong specialisms in drama, art and classic literature for example. One teacher said, 'It's exciting to be a young teacher in these schools'. Teachers praise the training which they have been involved in, 'it's really special'. Those new to the profession relish the opportunities to take leadership roles early in their career. They are given small bite sized projects to take responsibility for and then progress quickly through the ranks.
- Stepping up to leadership programme runs for staff in the three schools. It is project driven and accredited with the Institute of Education and contributes towards a masters in leadership. This ensures that budding middle leaders are able to progress towards senior leadership roles when they are ready.
- The curriculum is creative and interactive and all children are enabled to access it. The Reception curriculum is based on the interests of the children and topics are adapted from year to year.
- The school has worked diligently in response to the previous EBI from the 'Challenge Partner Review' last year.

*"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, including 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."*

Careful succession planning, including through the recruitment and training of teaching assistants via School Direct, has enabled teacher maternity cover to be well managed securing continuity and progress. More experienced teachers have gained experience at senior levels within and across the federation to cover maternity leaves. Leaders have developed very flexible ways of working.

**No Even Better Ifs were identified during the review.**

## **Pupil Outcomes**

- Transition between Reception and Year 1 is highly effective which contributes positively to accelerated outcomes from the start of a child's education. Year 1

teachers know exactly how to target the children who were not achieving as well as others whilst in Reception. Data is used exceptionally well and remains firmly in the hands of the teachers to accelerate progress and raise standards. A large group of summer born children affected the performance in Reception and explained the gap between groups of children. Leaders expect children to have caught up by the end of Year 1. Parent workshops have also targeted particular children to catch them up and these are extremely well attended. 83% of children are on track to reach GLD this year. Despite the difference between disadvantaged children and others, disadvantaged children are catching up fast because of their rapid rate of progress.

- Phonics teaching is streamed in groups but the situation is flexible, this supports children who develop at different speeds. Children with EAL who are completely new to English are enabled to learn quickly. This is because the school puts in place a plethora of provision to enhance their learning of the language and make it experiential. 88% of children are on track to reach the expected level this year with little difference between groups.
- On average 72% of the key stage 1 cohort is working at the expected level across reading, writing and mathematics with 27% of these at greater depth. Progress in all areas is very good with at least 82% making sufficient progress, 90% in maths. The proportion making better than sufficient progress in reading is especially high at 30%.
- Last year's key stage 2 results were not as good as in previous years in reading because the standard of the paper was completely unexpected and much more difficult. Literacy leaders from eight schools got together to formulate a new plan for whole class reading. This has worked well and has encouraged the articulation of ideas amongst the children. Reading stamina has been much improved through encouraging children to read using a number of different strategies. Book corners are of high quality and displays around the school are complete with text. Last year's question level analysis showed that inference and deduction needed improvement so this year there has been a good focus on using high quality texts and vocabulary building work.
- Key stage 2 predictions for 2017 are exciting. Currently, attainment for this cohort is at 80% in reading 79% in writing and 83% in mathematics with some weeks to go. Reading, writing and mathematics combined is currently at 79%. Nearly a quarter of the children are working at greater depth for reading, mathematics 23% but this is slightly lower in writing at 15% although leaders may want to reconsider and adjust their figure. Progress in all areas is at least good with more than 96% making sufficient progress and 46% making more than sufficient progress for reading, writing and mathematics. 97% of disadvantaged children have made sufficient progress and they are outperforming non-disadvantaged in terms of progress at more than sufficient progress. 98% of SEND children have made sufficient progress

with 18% making more than this. The most able are making stunning progress with all making sufficient progress and over 70% making more than this.

- With regard to these current predictions, leaders are doing everything they can to tackle differences between disadvantaged and others. Staff were encouraged to look at which pupils were not resilient and interventions were put in place to combat differences in self-esteem. The disadvantaged are at the front of everyone's minds. As a result, these pupils are making better progress and have better learning behaviours, more confidence and higher self-esteem. The latest data is testament to this.
- SEND in current Year 6 have received masses of support. All have an adult mentor in school and are happy to approach staff as needed. They actively seek out their mentors. Interventions run to target particular children on the borderline of age related expectations and greater depth.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- There are no 'stand-alone' lessons, it is quite clear to see how each lesson feeds into a clear series of lessons to promote the excellent progress observed.
- In both Reception classes irresistible, open-ended learning opportunities linked to the 'dragon' theme enabled children to learn at depth across all seven areas of learning. The strength of the thematic links meant that children were able to transfer skills. The role play in 'Dragon School' provided plenty of opportunities to read and write and measuring dragons' tails using a wide variety of resources contributed effectively to mathematical development. Making a trap to catch a dragon showed children working collaboratively together to solve a problem.
- Adults consistently promote speaking and listening and this was an integral part of lessons. For example, in a Year 6 science lesson children needed to discuss what equipment they would need to answer a question about absorbent materials. After some teacher modelling and as a result of a careful, and challenging, choice of equipment, the majority of the thinking revolved around talk. This led to children applying their learning to 'real life' contexts and so deepening their understanding.
- In a Year 5 science lesson carefully chosen resources enabled children to consider the concept of variables, and how to deliver a fair test. Science is particularly strong and pervades the curriculum with good opportunities for practical work and investigative science. For example, in one lesson, pupils were testing how much blood could be soaked up by various materials.
- Children's learning behaviours are excellent. In Year 1, a group of children were supporting each other with the process of making their moon buggy. One child struggling to make a hole in his model to insert a wheel, was assisted by another

child. She said “I know how to do that – let me help you”. One child watched intently as another modelled the process of how to make a single hole with the scissors.

- The standard of art in the school is mind-blowing. The quality of drawing in Year 1 is exceptional. Children choose their own viewpoint from which to draw, select their own tools, select their own methods of mark making with impressive detail and their close observational skills are quite remarkable. The quality of art teaching is extraordinary. The teacher enabled the learning, the children were asking questions, investigating techniques and continually reflecting on their work resulting in superb final pieces of art. In this same session on the Great Fire of London, the children were keen to talk to reviewers about their exciting Samuel Pepys learning session. Samuel Pepys had buried his diary in the hope that it would be found safely at a later date. The children had chosen special objects of their own to bury and had written diaries that could be buried and found again later.
- A perfect example of cross age learning was seen in a ‘Dance Assembly’. Year 6 had supported Year 3 with tweaking their choreography to produce a polished final performance. The children showed a real sense of pride and achievement when talking about their recent performance which clearly had an impact on their self-esteem.
- The school ethos and emphasis on teamwork was visible throughout two ‘drama for literacy’ sessions in Years 2 and 5. Children worked effectively in teams, supporting each other and ensuring all children were active participants in the end performance. The creative curriculum led to highly engaging and motivating lessons which encouraged the children's love of learning. High levels of engagement and the freedom for children to take a leading role in their learning promoted rapid skill progression. Children with SEND were supported effectively and were able to contribute equally well with independence and confidence.
- Teaching assistants are equally passionate about the children’s learning because they see where the children have come from. They feel valued and describe how they work to support different groups of children. They transform the display boards and suggest ways of engaging the children in this process. Teaching assistants understand the Brindishe philosophy and are confident to give their ideas and feel that these are taken on board. They feel on an equal footing with teachers which makes for great collaboration between teachers and teaching assistants.
- Again, an ‘even better if’ from the previous Challenge Partner review has been tackled effectively.

*“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.”*

Teachers are real facilitators and spend time assessing pupils' progress and learning ongoing throughout lessons. As a result, no child is left behind and all are challenged to reach their potential. Teachers have been supported and developed to be more aware, through careful marking and 'in the moment' AfL, of where additional support or alternative explanation is required.

**No Even Better Ifs were identified during this review.**

## **Quality of Area of Excellence**

### **The creative curriculum**

#### **Why has this area been identified as a strength?**

- Leaders have worked hard to create a curriculum where teachers can follow the children's lead. The curriculum is Incredibly enriched and of high quality including cultural experiences for children. It is the key to successful learning, staff plan for depth and breadth and involve the children at every opportunity.
- The curriculum is not simply about coverage although there is clearly core content. It ensures that children have a broad, enriched, current, modern curriculum which prepares them well for life in the next stage of their education. Enterprise is an integral part and all subjects are important, not just English and mathematics. The visual and performing arts are strong and integral. It is a joyful curriculum which celebrates teaching children about independence, collaboration, diversity and values.
- International links with a school in Zambia and a grant from the British Council enabled an exchange to take place and a whole host of other activities.
- Key messages are to celebrate and educate especially in matters of e safety and the digital footprint. Adults and children, the digital leaders, lead together on this. The digital leaders report to governors about e safety and the children are given responsibility for this. The NSPCC are to work with the children further on e safety. IT forms an integral part of learning across the curriculum.
- It is a values-driven curriculum – the Brindishe (British) values of inclusion, collaboration and the celebration of diversity and difference thread through the learning. The curriculum is equalities-focused.
- Learning is personalised to ensure that every child is supported to achieve well.
- Opportunities for learning beyond the classroom are included across the curriculum and where possible in every theme.
- Resilience and mindfulness play an important part in the learning for all children.

#### **What actions has the school taken to establish expertise in this area?**

- Brindishe staff wrote the curriculum for themselves and have ownership of it. It is revised and the curriculum is driven by staff at all levels. Action plans are drawn up

by teams of staff at all levels each year and reviewed regularly. Staff teams are built around development plan tasks and the curriculum is planned accordingly.

- Children's teams are built directly around the SCDP and lead the direction of the curriculum every year – e.g. Leaders of Learning, Rights and Respect Team, Digital Leaders, Young Mentors, Young Interpreters
- A curriculum based on the Early Years' areas of learning is planned for right through the school. The principles of collaborative and child-led learning continue into KS2.
- The Brindishe Schools' Achievement Policy is shared with and owned by all classroom staff every year and affirms and supports the agreed approach and practice.
- Staff are given a great deal of flexibility and freedom to plan with their children, and around their interests. Creative, unusual themes are welcome, as are creative entry points to maximize engagement.
- Learning environments support and develop the evolving curriculum every half term.
- Middle leaders have developed considerable expertise and take a lead in supporting less experienced teachers to work in this creative and flexible way.
- IT is integrated right across the curriculum - it is purposeful and relevant.
- Enterprise is a strong element of the KS2 mathematics curriculum and forms the focus of one half term every year. Science is a leading element of the school's curriculum. Practice is being visibly transformed.
- A variety of formats for medium and short term planning are in place but teachers are encouraged to do what works for them and their children.
- Planning for learning beyond the classroom, including through visits and visitors, is seen as key to children's engagement with the curriculum.
- Celebration of community languages through language of the month, international events and the 'Young Interpreters children's team' are integral to the curriculum.
- Global understanding is well established and threads through learning in every year group.

#### **What evidence is there of the impact on pupils' outcomes?**

- This is a highly successful school which secures outstanding outcomes for children and supports its local and wider community well because the three partner schools (Brindishe Lee, Brindishe Green and Brindishe Manor) work together at every level to improve outcomes for all children.
- Children enter Brindishe Manor just below local and national expectations. Progress is outstanding across the school and for all groups. Outcomes by the end of KS1 and KS2 are significantly above national levels year on year and in all areas. Its capacity for sustained improvement and the judgments in the quality of provision are outstanding.

- Excellent impact on writing because of the themes presented to them. Rich experiences ensure that all children are able to share in this and are therefore able to write from experience.
- The effectiveness with which the school promotes and secures equal opportunity, addresses discrimination and ensures that children are and feel safe are all very good and most aspects are outstanding.

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

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

**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.**