

Name of School:	Brindishe Manor Primary
Head teacher:	Rachel Waite (Executive Head)
Hub:	South East London
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	27/03/2019
Estimate at last QA Review	Outstanding
Date of last QA Review	14/03/2018
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	18/09/2013

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	None submitted
Previously accredited valid Areas of Excellence	Leading our learning, 12/03/2018 A Creative Curriculum 22/03/2017
Overall Estimate	Outstanding

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.

1. Context and character of the school

Brindishe Manor is a larger than average primary school with 483 pupils. The age range is from 3–11. The school has a nursery.

The proportion of pupils who speak English as an additional language (EAL) is above the national average and in the top 20% of schools nationally. The largest ethnic group is White British. The school has 13 out of the possible 17 ethnic groups as recorded in the IDSR.

The proportion of disadvantaged pupils is just above the national average. The proportion of pupils with special educational needs and/ or disabilities (SEND) is above the national average. The largest proportion has special needs support. The proportion of pupils with education, health and care plans is low.

The school is part of a federation of three primary schools in Lewisham. The school has undergone some changes to leadership at the beginning of the academic year. A new executive head was appointed to the federation in September 2018. The previous head teacher was appointed to another school in the federation in September 2018. The deputy head was promoted to the role of head teacher but is currently on maternity leave. The new executive head has taken on the head teacher role at the school. The deputy head from another school within the federation moved across to support the school in January 2019. Other senior leaders from within the school have stepped up to interim leadership roles. There are new 'teacher leaders' in middle leadership roles.

A schools' community federation plan (SCDP) drives the work of all three schools, which is then personalised by each school into a more bespoke school improvement plan (SIP).

2.1 School Improvement Strategies - Progress from previous EBIs

- The EBI from the previous review has been fully met. Leaders have compiled a detailed folder of the approach to marking and feedback with examples of pupils' work to show impact.

2.2 School Improvement Strategies - What went well

- The new leadership team has quickly forged a strong working relationship. School improvement has continued at a pace because leaders have immediate knowledge of the school from effective federation links and the SCDP.
- Relationships are exemplary. Everyone strives for the absolute best for staff and pupils.
- Collaboration across the federation allowed for the smooth transition of senior leaders (SLT) between schools. The team approach is evident. The sense of common purpose is clear. New 'teacher leaders' said that everyone supports each other. Their planned actions are focused, guided by their detailed knowledge of the SCDP and SIP. They are well supported by the SLT.
- Systems are clear and well organised. Data and analysis are rigorous and clearly reflected within the SIP. Links to the SCDP are clear. Self -evaluation is concise and accurate.
- Maintaining high quality teaching and being at the forefront of education through continuing professional development (CPD) is a high priority. Despite changes to leadership, the culture of continual learning has been sustained. Staff take the initiative to lead and develop their own CPD, through action research. 'Pop up' sessions are led by all staff with expertise to share. Further bespoke CPD links to the needs of pupils, such as dyslexia training. 'Market place' sessions across the federation support wider sharing of expertise.
- Teachers appreciate the way leaders trust them to deliver the curriculum in the best way for pupils. Teachers have high expectations of themselves and pupils. There is a culture of risk taking to benefit pupils.
- Pupils are empowered to lead. Under the direction of the relevant middle leaders, digital and science leaders enhance pupils' understanding of Internet safety through assemblies and work across classes. Reading and mathematics mentors support younger learners.
- The creative curriculum inspires staff and pupils. Newly introduced 'planning in the moment' was well researched. It is closely monitored to ensure it has the best impact on learning.
- The implementation of the 'Inspire' scheme secured exceptionally high mathematics outcomes. Immersion in high quality texts and a focus on vocabulary development further enhanced exceptionally high reading standards and improved progress. Links with reading, a clearly planned writing journey and use of picture stimuli significantly improved writing progress in 2018.
- Staff know pupils well. The inclusion team has a good knowledge of individual pupils and supports a range of needs effectively.
- Personalised learning based on detailed assessment and previous learning secures strong outcomes. A recently appointed teacher to focus on disadvantaged pupils' outcomes is already having a positive impact.
- The recent review of performance management has enhanced accountability. Targets link to specific cohort data as well as combined outcomes.
- Systematic monitoring based on regular 'drop ins' and open dialogue helps

drive high quality teaching.

2.3 School Improvement Strategies - Even better if...

... leaders at all levels continued their review of the curriculum to refine progression within the application of knowledge and skills.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- There were no EBIs in the previous report.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teaching is highly effective and promotes a love of learning. Pupils said, 'The best thing about school is learning. Teachers are supportive: they boost confidence and always explain learning'.
- High quality questioning to pupils of all ages provokes thinking and challenges pupils to self assess and explore further. Open questions probe pupils' depth of learning.
- Relationships are exemplary. High quality interactions between staff and pupils enhance learning. Pupils are extremely respectful.
- A calm, purposeful atmosphere permeates the school. Engagement is exceptional. Pupils are highly motivated learners who persevere and do well. They said, 'It is more fun when you are involved.' For example, in a music lesson, Year 2 pupils' continual involvement in devising a melody secured strong progress.
- Pupils are reflective learners who draw upon prior learning. For example, Year 6 pupils referred to a range of previously crafted prompts to construct an eerie story.
- Learning is well planned, purposeful and clearly explained. Links with reading are woven into writing to ensure excellent outcomes. Pupils apply 'show don't tell techniques' to evoke suspense, then apply 'self and peer evaluation techniques' to identify the most effective language.
- Teachers use assessment skilfully. They monitor pupils closely, intervene with effective feedback and use misconceptions to move learning on. Pupils know it is 'good to make mistakes'.
- Pupils have ownership of the new feedback approach. They are trusted to indicate if they need more support or challenge. Teachers respond to this and plan next work accordingly. This secures strong progress because work is accurately matched to pupils' needs.
- Pupils lead learning throughout the school. It begins from the early years foundation stage (EYFS) 'planning in the moment' to excellent transition into Year 1, where pupils learn through structured exploratory play.

- Clear modelling guides learning and supports challenge and pace. For example, in physical education, skills were demonstrated, practised and developed. Language and vocabulary effectively modelling by teaching assistants enhance sentence structure in the nursery.
- Reading is of a high quality. Pupils said that reading supports their vocabulary acquisition, which helps with writing.
- Pupils are reflective. They think carefully about their learning, not afraid to question. Pupils discuss learning and collaborate well.
- Cross-curricular links are well devised and creative. Teachers use technical language and pupils successfully apply this.
- Phonics teaching is well structured, pacy and engaging. Pupils make excellent progress. High expectations of phonics knowledge and letter formation are expected and achieved in writing.
- The learning environment is vibrant and supportive. Pupils refer to leaning walls to support self-assessment and secure progress.
- Teaching assistants are purposefully deployed and support learning. They question and monitor pupils well to drive learning on.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

... the feedback approach was refined to ensure clarity so that it had the most impact on learning.

4. Outcomes for Pupils

- Children enter the EYFS with skills and abilities below what is typical. Skills in literacy are lower. Children make excellent progress because of the very strong provision. The proportion of children achieving a good level of development has been above the national average since 2016.
- The proportion of Year 1 pupils who achieve the expected phonics standard is exceptionally high and well above the national average. Disadvantaged pupils did better than their peers in 2018.
- Outcomes in Key Stage 1 at the expected standard and greater depth have been above the national average in all subjects since 2016. Disadvantaged pupils did less well than their peers and below other pupils nationally in all subjects at both the expected standard and greater depth in 2018.
- Outcomes in Key Stage 2 are exceptionally high in all subjects, including grammar, punctuation and spelling. The three-year average for reading and mathematics was in the top 10% of schools. Outcomes at the expected and higher standard in combined reading, writing and mathematics have increased each year and were well above the national average in 2018.

Attainment in each subject was above the national average at the expected standard. Reading and mathematics results were particularly strong and well above the national average at the higher standard. Pupils with EAL did well and outperformed their peers and all pupils nationally in 2018.

- Outcomes for disadvantaged pupils were above the national average at the higher standard in reading and mathematics. Outcomes at the expected standard were just below.
- Progress improved in 2018 in all subjects, with the most improvement in writing. In 2018, progress in reading was well above average. Progress in mathematics and writing were above average. Pupils with EAL made exceptional progress in mathematics. Pupils with SEND made strong progress in reading and mathematics.
- Disadvantaged pupils' progress was well above other pupils nationally in reading and mathematics and in line with other pupils nationally in writing.
- The school's current data shows strong attainment and progress across all year groups. Work in pupils' books reflects this, with a high proportion in each year group work working at the higher standard. Pupils' handwriting is neat. Pupils confidently write at length from Year 1.
- Writing in other year groups shows strong progress. Pupils use mature vocabulary because they read widely and from high quality texts. Mathematics fluency skills are consolidated well and applied to problems. Challenging mathematics tasks require thinking and detailed reasoning. Pupils edit and self assess work effectively and respond to teachers' feedback, which secures strong progress. Music and art skills are developed well. Pupils apply historical and geographical knowledge across the curriculum and in writing. For example, Year 4 pupils used their knowledge to draw accurately sized plans of Roman rooms.

5. Area of Excellence

None submitted on this occasion.

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

The school is considering this.

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.