

Brindishe Green Primary School

Inspection report

Unique Reference Number	100687
Local Authority	Lewisham
Inspection number	376438
Inspection dates	3–4 October 2011
Reporting inspector	David Shepherd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	640
Appropriate authority	The governing body
Chair	Spyros Elia
Executive headteacher	Vicki Paterson
Associate headteacher	Sarah Gorbutt
Date of previous school inspection	14 October 2008
School address	Beacon Road London SE13 6EH
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Age group	3–11
Inspection date(s)	3–4 October 2011
Inspection number	376436

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Introduction

This inspection was carried out by four additional inspectors, who observed 27 lessons led by 22 different teachers. Meetings were held with the senior staff, a group of pupils and two members of the governing body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 178 parents and carers, 61 staff and 108 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why boys appear not to perform as well as girls according to data.
- The consistency of teaching and assessment throughout the school.
- The impact of the monitoring carried out by senior staff on pupils' progress and attainment.

Information about the school

This school is larger than most primary schools and serves a diverse community. The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. A higher than average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils who have a statement of special educational needs is below average. Higher than average proportions of pupils are known to be eligible for free school meals. The Early Years Foundation Stage consists of two Nursery classes and three Reception classes. The school has gained the Healthy Schools and Activemark awards. A privately run breakfast club and after-school club take place each day but did not form part of this inspection. The school is federated with Brindishe Lee Primary School. The same governing body is responsible for both schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Brindishe Green Primary School is a rapidly improving school and is now outstanding. This is because of the excellent leadership provided by both the executive headteacher and associate headteacher, who are ably supported by enthusiastic and hardworking senior staff, and the governing body. Exceptionally strong teamwork between the headteachers, staff and the governing body is a notable feature of leadership and management. The headteachers and senior staff understand the school's strengths and weaknesses extremely well. Their evaluations are accurate and rigorous, and have led to significant improvements in provision and outcomes over the past three years. Senior staff are having a marked impact in improving progress and attainment in their areas of responsibility. One parent noted how improvements at the school have benefited pupils in the comment, 'The school has improved significantly and it is clear that it has children's educational needs in mind.'

Children get off to an excellent start in the Early Years Foundation Stage. This is built upon through the school, and pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make excellent progress in line with their capabilities. This is because teaching is outstanding overall. Excellent care, guidance and support mean that pupils enjoy school, feel extremely safe, get on well together, lead very healthy lifestyles, behave well and play a very important part in enabling the school to run smoothly. Pupils are gaining an excellent understanding of cultural diversity both within their own community and globally. As one parent wrote, 'I think the school is very good. Staff take care of my child just as much as I do.'

Pupils' attainment at the end of Year 6 has risen sharply during the past three years and is now above average in English and high in mathematics. Although boys make similar rates of progress to girls, their attainment in English and mathematics is not currently as high as that of girls; however, this gap in attainment varies between different cohorts of pupils. And, at present, there is little difference in the performance of boys and girls across the school. There are no significant differences in achievement between pupils who are eligible for free school meals and those who are not.

Relationships between pupils and adults are excellent, and this is a key feature of lessons. As a result, pupils try extremely hard to please staff. Teaching contains many strengths. Planning is outstanding because it is built upon pupils' learning from the previous day. Technology is used very well by staff as a valuable aid to make

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teaching very clear to pupils. Very well-targeted feedback to pupils by teachers and teaching assistants during lessons is a key factor helping them make excellent progress. Marking generally provides excellent guidance for pupils about how to improve and opportunities are given for them to respond to suggestions made. However, in a small minority of lessons, these excellent features are not consistently present. The curriculum is innovative and meets pupils' needs extremely well. It is enriched by a wide variety of visitors to the school and visits to places of interest. The links with the federated school are proving highly effective and are the main reason why improvements at the school have been so speedy. In addition, very effective links with other outside agencies are contributing to improving outcomes for pupils. Links with parents and carers are good.

Self-evaluation is accurate and key priorities for improvement are identified. This, along with the excellent relationships throughout the school and the school's considerable success in raising attainment in English and mathematics, demonstrates the school's excellent capacity to sustain further improvement.

What does the school need to do to improve further?

- By April 2012, ensure that all teachers regularly indicate in marking the next steps in learning and provide pupils with opportunities to correct their mistakes.

Outcomes for individuals and groups of pupils**1**

Pupils' achievement is outstanding, given that they start in Year 1 with skills that are below average, and progress to the point where test results, as well as standards seen in lessons and books by inspectors, are above average. Pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are developing their basic skills extremely well and are very well equipped with wider skills and personal qualities for their future lives. The progress made by pupils known to be eligible for free school meals is also outstanding.

Pupils settle down quickly to their work. For example, in Year 6, pupils were fully engaged and responded eagerly and swiftly as they sought to identify factors in numbers up to 100. In Year 3, pupils, working in groups, greatly enjoyed planning an investigation about the changes in the lengths of shadows at different times of the day. They discussed with each other the equipment they needed and how they were

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going to tackle the investigation in a mature and enthusiastic manner because this topic fascinated them.

Pupils have an excellent knowledge and understanding about healthy eating and the importance of regular exercise. They enjoy physical activities in lessons and at playtimes which help promote their healthy lifestyles. The impact of the Healthy Schools and Activemark awards can be seen by pupils’ positive responses in their questionnaires. Pupils’ behaviour is good overall and high standards of behaviour are promoted well by staff. Pupils make an excellent contribution to the school and local communities. For example, they contributed to the planning for the ‘Clean Green’ programme about saving energy, they wrote to the local council seeking advice about installing solar panels and are involved in a number of waste and recycling activities in school. They collect for a variety of charities at home and abroad. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as rights and responsibilities, and have an excellent understanding of the links between these. Attendance is above average and this reflects pupils’ enjoyment of school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers’ planning and classroom organisation are very effective in enabling lessons to flow smoothly. Subjects, such as English and mathematics and English and history, are linked together and this helps to reinforce learning in different lessons. Teachers and teaching assistants support pupils with special educational needs

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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and/or disabilities and those with English as an additional language extremely well on an individual and/or group basis and this helps these pupils in their understanding of particular aspects of their work. Teachers ask probing questions that identify precisely what pupils already know and what they need to know next. They provide very clear guidance by showing pupils how to develop their work in a logical, step-by-step way. Very occasionally, the introductions in lessons are too long for some pupils to sustain their concentration, and the pace of learning in these lessons is not as rapid.

The school provides a very wide range of memorable experiences and opportunities for high quality learning to take place. Pupils talk enthusiastically about visits out of school and exciting teaching. For example, pupils in Year 6 were captivated by the role play that helped them experience discrimination as they learnt about the persecution of Jews during the Second World War. High attainment in art and music are indicators of the positive impact of innovative team teaching in which specialists work alongside teachers in these subjects. Specialist sports provision is popular with pupils, as demonstrated by the high take-up of these activities and the quality of work produced. Provision to promote pupils’ personal development is included effectively throughout the curriculum. Pupils receive very good opportunities to develop their skills in speaking, listening, reading and mathematics. Very occasionally, work in other subjects does not provide pupils with enough opportunities to consolidate their writing skills.

Excellent arrangements for pupils joining the school ensure that they settle very quickly. In replies to their questionnaires, nearly all pupils responded that they were looked after very well by staff. Pupils with special educational needs and/or disabilities are identified effectively and excellent provision is allocated to meet their needs. One parent reflected this when writing, ‘The school is supporting my son’s difficulties very well and puts strategies in place to maximise his progress.’ Procedures for promoting attendance are very effective. Transition arrangements are excellent from the Reception class into Year 1 and from Year 6 to secondary school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Morale is very high because staff feel that their contributions are valued by the

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headteachers and senior leaders. There is a strong sense of pulling together to achieve ambitious goals because the headteachers, ably supported by senior staff, have successfully instilled a sense of ambition and drive to improve the work of the school. This is reflected by the parent who wrote, ‘Very ambitious school. I would recommend the school strongly.’ The school identifies accurately the strengths and weaknesses of teaching and learning, and incorporates the areas for development into plans of action. Monitoring and evaluating progress and attainment are systematic and are extremely successful in improving outcomes for pupils.

The school has good relationships with parents and carers. Initiatives such as the school website with its managed learning environment, induction procedures, workshops for parents and carers in reading and mathematics, guidance for parents and carers in the prospectus and weekly newsletters all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings, assemblies and productions.

The governing body is shared with the federated school and is highly effective. It is very keen, enthusiastic and ambitious for the school to excel. It is extremely supportive and provides high levels of challenge to the school. Safeguarding procedures are outstanding. Staff are rigorously vetted and trained regularly in child protection procedures. Some of the school’s procedures in safeguarding are recognised as exemplary and are being used in other schools. Links with the federated school provide expertise that the school uses very effectively to increase the expertise of its own staff. This includes joint monitoring of planning, provision and lessons. This has been the key driver for rapidly improving attainment at the school. Links with the local authority, medical services and the sports partnership all help to promote very effectively the personal development and well-being of pupils as well as providing opportunities to consolidate and extend their physical skills.

The school promotes equality excellently for the different groups and tackles any racist behaviour and discrimination very effectively. This enables all groups of pupils to achieve very well. Community cohesion is outstanding. Pupils have an excellent knowledge and understanding of their local, national and international communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and	1

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tackles discrimination	
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Nursery class with skills and abilities that are generally well below those typically expected for their age, especially in communication, language and literacy, and mathematical development. They make outstanding progress from these starting points in all areas of learning. Children with special educational needs and/or disabilities and those who speak English as an additional language also make excellent progress in line with their capabilities because they are supported very well in small groups.

Children enjoy their learning and tackle their activities with relish and enthusiasm. They are looked after very well and are kept extremely safe. They are given excellent opportunities to chat to adults about what they are doing. They are highly engaged in activities that promote reading, writing, counting and creative play. They are challenged very effectively at their different levels of skills and abilities. Behaviour is exemplary and children get on very well with each other and with adults. For example, one child showed his good manners by asking an adult, ‘Excuse me. Can I climb across the bar now?’ The inside and outside learning environments are highly stimulating, child-friendly and very well organised. They provide children with a very enjoyable range of activities that helps develop their understanding and skills in all areas of learning. The balance between adult-led and child-initiated activities is very good. The Early Years Foundation Stage is extremely well led and staff work very well together as a team and have an excellent understanding about early years provision. Children’s progress is monitored and recorded systematically, and is used in planning further activities on an individual basis. Links with parents and carers are outstanding, as are induction procedures that enable children to settle quickly into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

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The views of parents and carers are very positive. Approximately one quarter of the questionnaires returned included written comments, most of which were positive. Written comments focused on the improvements at the school, children's enjoyment of school, caring and hardworking staff, good teaching, additional activities and meeting children's needs well. The views of parents and carers have been included throughout the report but can be summarised by the parent who wrote, 'Brilliant school, wonderful teachers and well-behaved children. I am proud to be part of this school.'

Two areas of criticism were apparent in the written responses. A few parents and carers felt that communication with them could be better and that behaviour was not always managed well. Inspectors brought these issues to the attention of the headteachers who outlined the various ways the school communicates with parents and carers. These are included in the report and are extensive.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brindishe Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 178 completed questionnaires by the end of the on-site inspection. In total, there are 640 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	119	67	55	31	3	2	0	0
The school keeps my child safe	89	50	78	44	7	4	1	1
The school informs me about my child’s progress	84	47	78	44	6	3	5	3
My child is making enough progress at this school	77	43	84	47	11	6	3	2
The teaching is good at this school	83	47	77	43	10	6	1	1
The school helps me to support my child’s learning	80	45	84	47	12	7	0	0
The school helps my child to have a healthy lifestyle	81	46	91	51	3	2	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	56	31	93	52	8	4	0	0
The school meets my child’s particular needs	58	33	100	56	14	8	1	1
The school deals effectively with unacceptable behaviour	63	35	97	54	10	6	2	1
The school takes account of my suggestions and concerns	54	30	95	53	11	6	6	3
The school is led and managed effectively	75	42	81	46	11	6	1	1
Overall, I am happy with my child’s experience at this school	90	51	74	42	9	5	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 October 2011

Dear Pupils

Inspection of Brindishe Green Primary School, London SE13 6EH

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to an outstanding school where adults work very hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school very much and get on very well with each other.
- You feel extremely safe and understand the importance of eating healthy foods and taking exercise.
- You really like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make an excellent contribution to the school.
- You learn a lot and are very good at reading, writing and mathematics.
- You also learn a lot about different cultures, your rights and responsibilities and managing waste and recycling.
- You have excellent teachers who look after you extremely well.

We have asked your headteachers, teachers and the governing body to do one thing to make your school even better.

- Always let you know how well you have done and give you time to carry out the improvements suggested in marking.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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