

Inspection of Brindishe Manor School

Leahurst Road, Lewisham, London, SE13 5LS

Inspection dates: 22 and 23 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2013.

What is it like to attend this school?

Pupils are immensely proud of their school. They appreciate the exciting learning opportunities and enjoy the supportive community environment. The school values thread through every aspect of school life. Pupils develop confidence and curiosity to embrace educational challenges. They have resilience to keep trying and know it is positive to learn from mistakes. An inclusive learning environment enables all pupils to access the curriculum. Careful thought has been given to developing pupils' communication and language skills. This supports the high number of pupils with special educational needs and or disabilities (SEND) and pupils with English as an additional language (EAL) to thrive.

Behaviour throughout the school is exemplary. Pupils are focused, engaged and actively contribute to lessons. From early years, children are taught to work together collaboratively. Pupils value and respect their peers' ideas and contributions. Staff model positive and effective working relationships. Pupils are happy and feel safe in school. They know adults will listen and support them if they have concerns.

Pupils talk enthusiastically about the wide range of enrichment opportunities available. These include school visits and residential stays. The school provides a wealth of pupil leadership opportunities. Pupils are proud to make a difference to the school community. The 'playground team' work with leaders to create a positive exciting outdoor environment. Subject teams arrange school wide projects and competitions.

What does the school do well and what does it need to do better?

The school has established an ambitious curriculum. Learning is carefully sequenced so that pupils can build their knowledge, skills and vocabulary exceptionally well over time. Pupils have secure recall of what they have learned and can apply it to new learning. For instance, in geography, pupils in Year 4 connected their understanding of coordinates with their prior learning in mathematics. The school checks pupils' progress through the curriculum very closely. Staff plan activities that progressively develop pupils' skills and knowledge. For example, in early years staff provide many opportunities for children to develop their writing. Teachers ensure that children have a secure foundation of early number.

Staff respond to pupils' individual needs carefully. They provide highly effective support and adaptations for pupils with SEND so that they succeed. All staff demonstrate secure subject knowledge supported by precise, well planned professional development. They provide clear explanations and address any misconceptions swiftly. Effective questions enable pupils to challenge their thinking and deepen learning.

The school is meticulous in supporting pupils with SEND and those with EAL. Leaders ensure that pupils access and learn the curriculum successfully. Communication strategies support all pupils to access learning and become

independent learners. For instance, staff use diagrams and resources to aid pupils' understanding of key content of the personal development curriculum. In Reception, staff enable children to select mathematics equipment confidently while solving problems. Teachers make sure they promote pupils' wider reading through high-quality texts.

Reading is a priority for the school, which is fulfilled by a strong and consistent start to pupils' early reading. Engaging lessons and activities to practise phonics, enable pupils to know and blend their sounds with confidence. Regular assessments ensure that pupils are reading books accurately matched to their phonics knowledge. Staff support pupils with SEND to read with confidence. Pupils enjoy the range of reading activities on offer. These include 'the reading suitcases' and the playground reading hut. Older pupils love reading with their younger reading buddies.

Staff help pupils to develop a mature understanding of relationships and feelings. Pupils learn how to understand and regulate their own emotions. Staff support pupils to understand how their behaviour impacts others. Pupils receive a strong start in the early years learning the foundations of positive learning behaviours. Staff enable children in Nursery and Reception to concentrate on tasks for sustained periods. This work all cumulates in a harmonious, happy school environment. Attendance is positive as pupils enjoy and want to be in school. Leaders carefully monitor behaviour and attendance. They know their pupils and families well and are responsive to any concerns.

Leaders promote pupils' character development exceptionally well. Pupils respect each other's choices and embrace the diverse community of the school. The school promotes pupils' wider enrichment extremely well. For instance, staff encourage pupils to challenge stereotypes and learn about different careers. The school teaches pupils about the importance of keeping safe in the community. Pupils are very well supported for their future education, including secondary school.

The governing body and leaders strive to make continual improvements to the curriculum offer. They are ambitious in their aspirations for all pupils. Staff are proud to work at the school and enjoy the collaborative team approach across the school and federation. They value the training and support they receive from leaders to develop their work and consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100693
Local authority	Lewisham
Inspection number	10327628
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair of governing body	Liz Murphy
Head of School	Kate Porter
Executive Head teacher	Rachel Waite
Website	www.brindishemanor.lewisham.sch.uk
Date of previous inspection	18 and 19 September 2013

Information about this school

- The school is part of the Brindishe Schools Federation.
- There is one governing body responsible for governance across the three primary schools in the federation.
- The school does not make use of any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive head teacher, head of school, other leaders, and a range of staff. They also met with the chair of governors, and members of the governing body and a local authority representative.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and design and technology. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning, and reviewing samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Robin Boshier	Ofsted Inspector
Lorraine Slee	Ofsted Inspector

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