



Brindishe
Manor

Newsletter

Friday 21st June 2024

Ofsted

Dear Parents and Carers

Yesterday we received our final Ofsted Report, which took place in May. We are now able to share with you the judgements and full report. We are thrilled to inform you that we achieved an Outstanding judgement in all areas of the inspection, which are:

- Quality of education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Early Years

I feel enormously proud to lead Brindishe Manor, which is a wonderful example of everything a primary school should be! I have been a part of the school's journey for a long time and I could not be prouder of all of the staff who who are so passionate and committed to the children's learning journeys. We are all so proud of everything the children achieve during their time here and are so pleased that it has been recognised as such a special school.

Happy reading!!

Kate





Brindishe
Federation

Brindishe Federation

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protecting
children, supporting
families

Project ADDER - County Lines Training for parents/carers

Project ADDER, detailing County Lines awareness training for parents, run by The Met Police will take place on **Tuesday 9th July at 7:30pm**. This event is open to Lewisham residents to attend.

The training has been organised by the Met's Central Youth Team and will be run in partnership with Iverson Trust. It will give advice to parents/ carers/ professionals on how to spot signs of County Lines, gang affiliation, grooming and exploitation. The input will also include a lived experience speaker who will explain how they themselves or their children, became involved with County Lines and/or exploitation.

The charity offers free long-term support to anyone who needs it or believes their young people have been or are being exploited.

For further information - <https://iversontrust.org.uk/webinars/>

Weekly Online Safety Bulletin

Prepare for a Safer Summer

#SaferSummerTogether

From 15th July, CEOP Education will be launching #SaferSummerTogether on social media. Six weeks of tips and activities helping parents and carers to keep their children safer online this summer and beyond.

Look out for their Tip Tuesday and Family Friday posts focused on these weekly themes:

Week 1: online gaming

Week 2: socialising online

Week 3: sharing pictures and videos

Week 4: protecting personal privacy

Week 5: harmful content online

Week 6: getting help



Why not support and follow them on social media this summer?

- Facebook (CEOP Education) and X (@CEOPEducation)
- Follow #SaferSummerTogether
- Share #SaferSummerTogether posts with parents and carers



Right Respecting

World Refugee Day

World Refugee Day is an international day designated by the United Nations to honour refugees around the globe.

It falls each year on June 20 and celebrates the strength and courage of people who have been forced to flee their home country to escape conflict or persecution.

'Refugee Week' occurs at the same time as World Refugee Day and is a UK-wide festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary.

Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

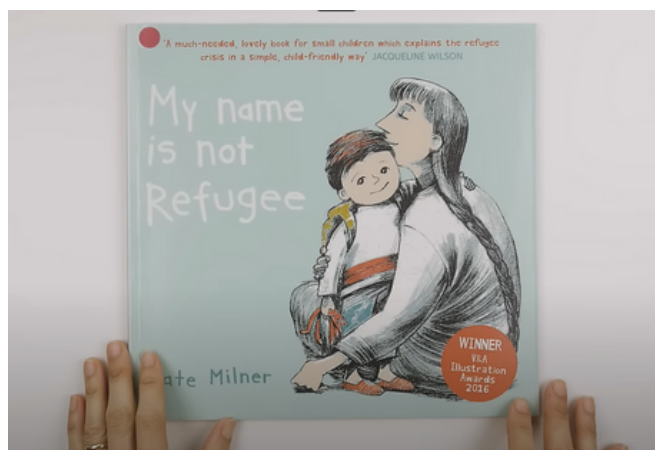
Article 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

What events may lead to children and their families becoming refugees?

- Natural disasters like floods, hurricanes, earthquakes, tsunamis, volcanic activity, snow storms or bushfires.
- Drought or famine which leads to lack of food and water.
- War and conflict.
- Climate change. Changes in weather may affect children's access to food, water and education.
- Discrimination around race, religious beliefs, sex, nationality, or political beliefs.
- Civil unrest in a country making people feel unsafe.
- Poverty or loss of income.
- Family disputes or problems.

Watch or read *My Name is Not Refugee* with your child at home. What would you pack? How would you feel if you had to leave your town?



At Brindishe Schools we talk to the children about their rights related to being kept safe and protected from harm. We make sure they have a special trusted adult and safe space, maybe at home or grandparents.

You might be interested in finding out about an extraordinary art project called Little Amal. Little Amal is a giant puppet – a 3.5 metre-tall living artwork character that represents child refugees, especially those who have been separated from their families. Since July 2021, Amal has travelled over 9,000km in 13 countries and been welcomed by more than a million people on the street, as well as in Lewisham. Her urgent message to the world is, "Don't forget about us." Can you think how you could use puppets or another type of artform to raise awareness of the lives of children forced to be refugees?

Public Health Briefing - Measles

Since 1st October 2023 there has been an increase in measles cases across England. In London, there has been an increase in cases since December 2023, with a very large increase in cases over March and April 2024. The UKHSA has been notified of over 600 cases across London, and over 85% of these were unvaccinated. Ninety cases of measles have been confirmed in South East London.

In readiness for any significant increases in cases locally, we are sending out this update to share some information and resources with you.

Measles

Measles is very infectious and can spread from person to person quickly, especially in education and childcare settings. Little can be done to prevent measles spreading if people are unvaccinated. The MMR vaccination is the most effective way to control the spread of measles. Measles is spread by airborne transmission (for example by droplets which are expelled when someone with the infection sneezes or coughs) and direct contact (for example contact with nose or throat secretions).

Some people are considered very vulnerable to severe measles infection. This includes immunosuppressed people, unvaccinated pregnant women and children under the age of one. Children who get measles can be very unwell and some will suffer life changing complications.

Someone who has measles is considered to be infectious from 4 days before they develop a rash to 4 full days after they develop the rash (onset of rash is day 0). They should therefore not attend the setting on public health grounds until at least 4 days after their rash developed.

If you have any questions for the Council's public health team, please email publichealth@lewisham.gov.uk.

[Measles - NHS \(www.nhs.uk\)](https://www.nhs.uk) provides details on the signs, symptoms and treatment of measles and when to seek medical advice.

[Children and young people settings: tools and resources - GOV.UK \(www.gov.uk\)](https://www.gov.uk) an exclusion table setting out how long children and young people need to be off school following a period of illness.

Hand hygiene resources for education settings via e-Bug Home (e-bug.eu)

In school to promote hand and respiratory hygiene we ...

- **Supervise and/or encourage children to wash their hands regularly, using paper towels or hand dryers for drying hands (with wastepaper bin provided for disposal of towels).**
- **Remind staff to wash their hands throughout the day.**
- **Encourage good respiratory hygiene, using and disposing of tissues in the bin, followed by hand washing (Catch it, Bin it, Kill it Poster - Infection Prevention Control)**
- **Home (e-bug.eu) has a range of educational resources for ages 3-16 to learn about microbes, infection prevention and control, antibiotics and vaccination.**



Key Federation Dates

- INSET Day - schools closed to all children - **Monday 1st July**
- End of Term - **Thursday 25th July 2024**

Governing Body

If you would like to attend a Brindishe Federation Governing Body meeting, please email our Chair of Governors, Liz Murphy - lmurphy@brindisheschools.org. Our last meeting of this academic year is on ***Tuesday 16th July at 6pm at Brindishe Lee School.***

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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Help needed!

It takes weeks of planning and about one hundred volunteers to run our fairs, so we can only do this with your help. So far **we only have a quarter of the volunteers we need** for our summer fair on...

Sunday 14th July.

We know the end of year is always busy but if we want to make it a bumper event that all our families will love, please give any time you can.

Sign up using the link or code below

<https://grow.withlome.com/a/740351d4-4ebe-4f34-b61f-7146ecf48897>

