



# The Eliot Bank and Gordonbrock Schools Federation



Executive Headteacher: Ms Maria Gilmore

Eliot Bank School  
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Head of School: Mrs Jane Wright

17 June 2022

Dear Parents/Carers,

We are absolutely delighted to attach our most recent Peer Review Report, detailing the outcome of our March 2022 review. There are so many aspects to be proud of that we have decided to share it with you all – and to explain a little bit about the process.

As part of our ongoing commitment to collaborative working, Gordonbrock and Eliot Bank join together with four other Lewisham schools to review aspects of our schools' work. School leaders from the six schools meet regularly together and each school has an annual review and follow up meeting. The reviews are always led by an external education consultant and a range of leaders from each of the schools form part of the review team. This is an extremely successful collaboration, giving us many opportunities to share best practice and work on development points together.

Our March review has recognised many strengths that are deserving of celebration and we have outlined some of them below. However, we are never complacent and always self-improving, so there are continued development points for us to work on too. These areas had already been identified by us in our school improvement plan, prior to the review, and they will continue to feature in the plan for September 2022.

Here are just some of the quotes from the report that we think you will be particularly pleased to read:

*'Learning and Community are part of the character of all at Gordonbrock and as a result, character is more akin to culture – a deeply shared system of beliefs and actions.'*

*'Diversity is not a "bolt-on" phrase or tokenistic; it is not just securely embedded, but is immersive.'*

*'The exceptional Executive Headteacher and Headteacher have created an ethos focused on enabling every child to succeed. They ensure that inclusion and diversity lies at the heart of this outstanding school. As a result, pupils from different backgrounds flourish when they join the school. No stone is left unturned in providing pupils with an outstanding education.'*

*'The outstanding curriculum provides pupils with a wide range of highly stimulating learning activities. It is enriched through trips, external visitors and clubs.'*





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*'Pupils enjoy the wide range of curricular activities offered. Work in Learning Journeys or Online Learning Journals and displays around the school show the breadth of subjects taught. Pupils regularly design, make and paint artefacts from a wide range of cultures, thus developing their creative talents.'*

*'In Music, even very young pupils can competently improvise, correctly, aspects of the music under study.'*

*'Teachers encourage pupils to make links between subjects and to develop their literacy, numeracy, and character skills across the curriculum. As a result, pupils transfer their good-quality writing skills into other subjects.'*

*'Teachers use questioning skilfully to check for gaps in pupils' learning and to probe their understanding. Pupils' strong progress across the curriculum is evident in their workbooks and in the work displayed around the school. This work links to work in books and demonstrates feedback loops of varying design. Feedback is a key part of the excellent learning displayed in all encounters with the pupils.'*

*'Teachers use questioning effectively to probe the understanding of all pupils. The most-able pupils respond to the challenge of gaining deeper insights that reinforce and enhance their understanding and skills. Pupils with SEN and/or disabilities are also challenged to think through problems using helpful resources. As a result, both groups of pupils make rapid progress across the curriculum.'*

*'Regular checks are made by teachers and support staff during lessons to ensure that pupils understand the work set and are making strong progress.'*

*'Pupils' outstanding progress is due to consistently effective teaching which engages and challenges them. Quality teaching ensures that pupils enjoy learning, take pride in their work and persevere. Teachers are very skilful in planning lessons which meet the needs of pupils of different abilities.'*

*'Leaders' unwavering commitment to inclusion is evident in their work to ensure that disadvantaged pupils, and those who have SEN and/or disabilities, make excellent progress. Leaders track the progress of these pupils very carefully... as a result, these pupils continue to grow in confidence and make very strong progress.'*

*'Pupils are very polite, courteous and respectful. They behave exceptionally well and work hard to reach the standards of which they are capable. Pupils enjoy school and attend regularly.'*





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*'The behaviour of pupils is outstanding. Pupils and Staff are immensely proud of their school, describing it as very welcoming and caring. This is reflected in pupils' excellent motivation to learn and thirst for knowledge and deeper understanding. Pupils behave exceptionally well in and around school. They are very polite and well-mannered and show genuine respect for adults and each other. Pupils say that behaviour is excellent. Pupils have a very good understanding of the school's behaviour policy. They are positive about the school's systems of rewards and sanctions and work hard to give of their best. Excellent support systems are in place for any pupil who occasionally finds it hard to meet the high expectations.'*

*'Pupils are confident that they know how to challenge bullying behaviour if it were to occur, and that they can go to a member of staff for help if necessary. Pupils say that bullying of any type is extremely rare in the school and the behaviours observed around the school substantiate this.'*

*'Pupils make outstanding progress in the early years because the provision is very well led and managed and teaching is consistently strong. Pupils' relationships with adults are excellent. Pupils behave very well and develop a good degree of independence. They become confident, creative and persevering learners. The sensitive guidance of adults helps pupils to understand that their actions have consequences. As a result, they are very cooperative and work well in a calm and purposeful atmosphere.'*

*'All adults provide high levels of nurture and support. Pupils are looked after very well and all pupils can articulate this. Leaders and staff make sure that pupils are safe and know how to stay safe.'*

*'The school's work to promote pupils' personal development and welfare is outstanding. Leaders promote pupils' spiritual, moral, social and cultural development very effectively. The school's values underpin the ethos within the school and these are reinforced in lessons, assemblies and through prominent displays. As a result, pupils understand these values and make a strong contribution to the vibrant atmosphere that prevails in Gordonbrock. Pupils gain a deep level of understanding, appreciation and respect for each other and for people from other countries and with different beliefs. Pupils are actively encouraged to socialise at playtimes, work together in lessons and develop their appreciation of the arts and music. Pupils' high levels of participation in the school's very rich and extensive extra-curricular programme demonstrates the success of this strategy.'*



SCHOOL MEMBER





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We have two development points, both featured in our school improvement plan:

- To continue our work on fully embedding pupils' reasoning skills in Maths.
- To continue our work on reviewing our Marking and Feedback Policy with teachers, including the co-construction of a revised policy ready for September 2022.

Thank you for your continued support and commitment to school. We hope it has been useful to share this information with you and that you are as pleased with the report as we are!

Yours sincerely,

Jane Wright,  
Head of School.

Maria Gilmore,  
Executive Head Teacher.

Mark Ridler-Mayor  
Deputy Headteacher  
Curriculum and Assessment.

Marinda Barry  
Deputy Headteacher  
Inclusion.

