

# Rushey Mead Primary School

## Inspection report

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<b>Unique Reference Number</b>	120009
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	358666
<b>Inspection dates</b>	15–16 June 2011
<b>Reporting inspector</b>	Michael Sheridan HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Val Lynch
<b>Headteacher</b>	Debra Bailey
<b>Date of previous school inspection</b>	16 June 2008
<b>School address</b>	Gipsy Lane Leicester LE4 6RB
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<b>Email address</b>	office@rusheymead-pri.leicester.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed learning in 26 lessons taught by 17 teachers. Meetings were held with school leaders, the local authority, members of the governing body, pupils and support staff. Inspectors observed the school's work, and looked at school improvement plans, progress data, minutes from governing body meetings, safeguarding arrangements and documents, and attendance data. The views of 171 parents and carers, together with those of pupils and staff, were considered through returned questionnaires.

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

- How effectively does the school overcome barriers to learning for pupils who speak English as an additional language?
- How well does the school monitor the performance of different groups and how does this monitoring impact on provision for these learners?
- Are there indications that attainment is improving as a result of recent actions taken by the school and local authority intervention over the past academic year?
- Are leaders at all levels demonstrating the capacity to be able to make the improvements needed, if the school's self-evaluation of inadequate overall effectiveness is accurate?

## Information about the school

Rushey Mead is much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is above average. Most pupils come from minority ethnic groups, the largest being of Indian heritage. The proportion of pupils who speak English as an additional language is high. Twenty four different languages are spoken by the pupils. The proportion of pupils who leave or arrive at the school at times other than normal admission times is high. The proportion of pupils with special educational needs and/or disabilities is in line with the average. The Early Years Foundation Stage consists of two full-time reception classes and two part-time nursery classes. These classes all share the same space which is spread over several rooms, with a shared outdoor area. At any given time this unit accommodates up to 60 reception children and 30 nursery children.

The school received a monitoring visit by one of Her Majesty's Inspectors in April 2010. At that time the inspector reported that the school had made inadequate progress since its last inspection. Since then the headteacher has retired and the substantive deputy headteacher became acting headteacher for one and a half terms. A new substantive headteacher has been in place since March 2011.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading and managing the school are not demonstrating the capacity to secure the necessary improvement.

Attainment is low. Pupils get off to a very slow start in the Early Years Foundation Stage. They do not make enough progress across all areas of learning so they are ill-prepared for Key Stage 1. Throughout the school, too much teaching is inadequate and there is not enough good teaching to make up the significant underachievement. Too many members of staff accept low standards and have insufficient expectations of what can be achieved.

Senior leaders have a very clear view of the school's current situation. Their self-evaluation is frank and accurate. The new headteacher has arrived at the school well briefed about the challenges ahead. Governors appointed this headteacher with the knowledge of her experience of turning around inadequate schools. Robust and ambitious plans have been put in place to raise attainment but these are yet to have a significant impact. There have been some improvements in the quality of the curriculum and of some teaching. However, leadership across the school is not strong enough to drive the school forward at the pace necessary. Middle leaders are not effectively driving school improvement in their areas. The tracking of pupils' progress is not sophisticated enough. Leaders know how well years groups are doing but do not have information about the performance of all the different groups within school. Subject leaders do not use the data available well enough to inform their actions and measure their success. Too many of the initiatives for improving the work of the school are underdeveloped or are very new and have yet to make a difference.

The support for pupils who speak English as an additional language is insufficiently coordinated. As a result, the support these children get is too often not well matched to their needs and abilities. Bilingual staff are too quick to talk to pupils in their first language. Support in class is not sufficiently focused on developing pupils' good use of English and this is a significant barrier to their learning. At times, adults use English incorrectly. Similarly, pupils are allowed to respond with inaccurate English without being challenged or corrected. Too few opportunities are available for children in the Early Years Foundation Stage to develop their communication language and literacy skills. Some children who are new to the country spend a considerable amount of time playing alone because their language needs are not being sufficiently well met. The teaching of early reading and spelling is too variable because some teachers and support staff do not fully understand how to teach pupils phonics. Pupils with special educational needs and/or disabilities make inadequate progress. Despite the satisfactory quality of support for these

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pupils when taken out of the classroom, the quality of teaching and support in lessons is too variable.

The local authority has worked with the school in improving the quality of teaching. As a result, some teaching is now good. However, there is far too much teaching which is inadequate. In inadequate lessons, for too much time of the time, pupils are unsure of what they are doing. Learning is limited because little thought has been given to the purpose of tasks. In these lessons, pupils too readily lose interest

The school has very recently reorganised the curriculum. In lessons where the curriculum is well planned and successfully delivered there are good opportunities for pupils to develop literacy and numeracy skills as they explore interesting topics. In good lessons, this is having a significant impact in improving motivation, especially for writing. However, in weaker lessons, teachers are failing to plan the curriculum effectively and activities lack purpose, and a good focus on what is to be learnt.

Despite the many inadequacies within this school, pupils are happy and well cared for. Pupils and parents are very positive about the school. Relationships between pupils and staff are strong. Pupils from different backgrounds get on well together. This is a harmonious community where pupils are capable of achieving so much more than they are at present.

## **What does the school need to do to improve further?**

- Raise attainment in mathematics and English to be in line with the national average by:
  - improving the quality of teaching so the large majority is good and none is inadequate
  - ensuring that, in all classes, the curriculum is focused on providing opportunities for pupils to develop language skills and a solid understanding of numeracy
  - developing teachers' and support assistants' understanding of early phonics and reading development
  - reorganising the provision for pupils who are in the early stages of learning English so that the support they receive helps them develop their use of the English language sufficiently and within a finite timeframe
  - ensuring that all staff have the appropriate skills to be able to model good quality spoken English
  - carefully tracking individuals and groups of pupils so that underperformance can be tackled quickly.
- Increase the capacity of leaders at all levels by:
  - developing their skills and confidence so that they are able to bring about rapid improvement
  - ensuring leaders collect and use performance information for different groups of pupils so they can pinpoint underachievement and evaluate the success of their actions
  - developing a culture where low expectations are not tolerated.

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- Improve the quality of Early Years Foundation Stage by:
  - improving its leadership as a matter of urgency
  - ensuring that activities have a clear learning purpose
  - ensuring staff are usefully engaged in developing good quality spoken English with and by all children
  - providing regular opportunities for all children to speak in a variety of contexts, so that they are confident communicators
  - ensuring that all children are engaged in appropriate social activities.

**Outcomes for individuals and groups of pupils****4**

Attainment at the end of Year 6 is low and show no signs of improving significantly. Pupils make inadequate progress in too many lessons because teaching is not focused on their individual learning needs. In inadequate lessons, pupils follow teachers' instructions but achieve little because activities fail to promote learning. In the good lessons seen, and in some strongly satisfactory lessons, pupils perform in a way that demonstrates what they are capable of. In these lessons pupils participate with excitement, think carefully and contribute well. They know what they are learning about and thrive when answering open-ended questions about interesting subject matter.

Pupils say that they feel safe in school. They learn about staying safe around school, on the internet and in the wider community. Pupils say that teachers and other staff listen to them and help when they have a problem. Behaviour is often good around school but in some classes a number of pupils 'switch off' from their tasks or become distracted, particularly when working independently, because the tasks are inappropriate.

Pupils make a satisfactory contribution to the school community. Older pupils take on tasks and responsibilities around school sensibly. The school councillors organise play equipment, ensuring it is used appropriately. Pupils help with keeping the school environment tidy and suggesting ways of making the school more environmentally friendly. Pupils enjoy a range of extra-curricular sports clubs. They learn about healthy eating and understand the importance of a healthy diet.

The way in which pupils get on together is a notable strength of the school. Pupils of different backgrounds work and play together irrespective of any cultural differences. One pupil captured the general mood when he stated 'we are all the same really'. Pupils enjoy learning about different cultures. Pupils make moral judgements but there are limited opportunities for them to reflect on these and other issues. The uninspiring nature of much of the teaching means that the opportunity to reflect on spiritual matters is underdeveloped.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

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

## How effective is the provision?

The quality of teaching and the impact of the curriculum are not sufficiently strong to raise attainment. There is some good teaching, most notably in the older classes. However, by the time pupils reach this point, they are too far behind to adequately catch up. Teachers generally have low expectations of what can be achieved. Pupils' limited use of the English language is often given as the reason why pupils do not achieve. However, not enough is done to support pupils in their use of English and this holds them back in their learning. Where teaching is good, the curriculum works well. Pupils enjoy learning through broad topics and teachers use their enthusiasm to provide carefully matched activities and opportunities. However a significant amount of teaching is inadequate. Where this is the case, the teachers' delivery of the curriculum fails to provide the same exciting opportunities. In too many lessons, pupils make limited, if any progress because the tasks they are given serve no real purpose and teaching is not focused sufficiently well on developing pupils' understanding.

There are some notable strengths in the school's provision to care, guide and support pupils. Potentially vulnerable pupils are supported well pastorally. The family support worker is effective in working with parents and carers in challenging circumstances. The school has been successful in improving attendance. The number of pupils who are persistently absent has been reduced significantly. Pupils are well cared for by staff.

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Relationships between staff and pupils are strong, particularly from Year 2 onwards. As a result, pupils enjoy being at school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Leaders have not demonstrated the capacity to make the necessary improvements quickly enough. The headteacher, however, has brought greater stability and is starting to make improvements. Senior leaders have a clear understanding of the task ahead but, as yet, have not demonstrated the skills or knowledge to make the considerable changes needed. Middle leadership is underdeveloped. These leaders are unclear about their purpose and the actions that are necessary to bring about sufficient improvements.

The governing body has identified the need for urgent change and appointed a headteacher with appropriate experience to drive this forward. Their systems for monitoring the school's work have been improved so they are able to do this effectively. Statutory requirements are met. Safeguarding is robust and thorough. Safeguarding documentation is of a high quality. Systems for ensuring pupils' safety are understood by all and applied thoroughly.

The school's promotion of community cohesion is good. Pupils get on well together. Good links exist with schools in contrasting localities in the United Kingdom and internationally. As a result, pupils get the opportunity to develop an understanding of the broader cultural makeup of the United Kingdom and beyond.

While pupils get on well together and with staff, the school fails to provide equality of opportunity in terms of education. All groups of pupils perform poorly and no group stands out as performing differently to any other. However, some of the schools' provision acts as a barrier to learning for pupils who are in the early stages of learning English as an additional language. In too many classes, the curriculum has not been sufficiently well developed to ensure that all pupils are fully engaged in their learning. Insufficient monitoring of different groups takes place. There is little done to ensure that support in class is matched to the specific needs of individuals. Consequently, the school is inadequate in the way that it promotes equality of opportunity.

Partnerships are satisfactory. The local authority has had some success in improving the quality of teaching in some year groups. This work means that the school has some models of good teaching to use in developing teaching further. Partnerships with agencies to support potentially vulnerable pupils and their families are good. The school has worked



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very successfully with education welfare officers in improving pupils' rates of attendance, for example.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

From starting points that are significantly below expectations for their age, children make slow progress in the Early Year Foundation Stage. Consequently, they are inadequately prepared for the next stage in their education. Recent improvements in the way that the teaching space and resources are used mean that there are a wide range of activities available both indoors and outside. Adults supervise these activities and give some guidance. However, adult support is of an insufficient quality to enable children to purposefully learn from their experiences.

Children at an early stage of speaking English are not encouraged to talk enough. Some children wander from activity to activity without any purposeful interaction with adults or children. Children who can speak English are not encouraged to do this frequently enough. As a result, a significant number of children routinely choose not to engage with adults in conversation. Support staff are too quick to talk in children's first language. This slows down children's acquisition of English and excludes pupils who speak other languages.

Leaders in the Early Years Foundation Stage recognise what good practice should look like. However, the organisation and deployment of staff in the unit is poor. Too many opportunities are missed because staff have not been adequately briefed and their work is not monitored well enough to ensure their actions are focused on developing learning opportunities for pupils.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

Parents and carers are very positive about the school. Almost all say that their children enjoy school. Some parents feel that the school does not take account of their suggestions and concerns. Inspectors found that the school has started to gather the views of parents and carers but this is a very recent development. Several parents commented positively on the changes that have been made recently. Inspectors agree that the recent changes have been positive and are beginning to have an impact.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rushey Mead 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 171 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	60	68	40	0	0	0	0
The school keeps my child safe	86	50	81	47	3	2	0	0
My school informs me about my child's progress	76	44	89	52	5	3	0	0
My child is making enough progress at this school	68	40	93	55	7	4	0	0
The teaching is good at this school	74	43	87	51	6	4	0	0
The school helps me to support my child's learning	70	41	89	52	10	6	0	0
The school helps my child to have a healthy lifestyle	61	36	98	58	7	4	0	0
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)	61	36	92	54	6	4	0	0
The school meets my child's particular needs	54	32	103	62	4	2	0	0
The school deals effectively with unacceptable behaviour	51	31	96	58	12	7	0	0
The school takes account of my suggestions and concerns	41	24	100	60	19	11	0	0
The school is led and managed effectively	61	37	95	57	6	4	0	0
Overall, I am happy with my child's experience at this school	78	46	85	50	5	3	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 June 2011

Dear Pupils

**Inspection of Rushey Mead Primary School, Leicester, LE4 6RB**

I recently came to inspect your school with several other inspectors. This letter is to let you know what we found out.

We were impressed with how well you get on with each other and how you celebrate and learn about the many different cultures and backgrounds that are represented in your school. I enjoyed talking to some of you about your work and how themes are helping make your work more interesting. I particularly enjoyed my discussion with some of you in Year 6 when you were talking to me about climatic maps and rain-fall on the equator. I was very impressed with the level of discussion and your interest in finding things out.

The inspector and I found that you could do so much better in English and mathematics. Your school is going to get some extra help making sure all your lessons are as good as the one I described above. We call this help 'special measures'. Your headteacher and teachers will get extra support in making your lessons better and an inspector will visit your school regularly to see how you are getting on.

We have asked your school to focus on making sure that:

- more lessons are good so you enjoy your learning and you know what you are learning about
- all teachers with additional responsibilities are given support to carry out their work effectively so that things improve
- the support you get helps you become better speakers of English.

Your teachers are going to be very busy improving your school. You can all help them by continuing to behave well and working hard in lessons, even when you don't find subjects particularly easy. My best wishes for the future.

Yours sincerely

Michael Sheridan

Her Majesty's Inspector

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