

Rushey Mead Primary School

Inspection report

Unique reference number	120009
Local authority	Leicester
Inspection number	393526
Inspection dates	20–21 June 2012
Lead inspector	Mark Sims HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Val Lynch
Headteacher	Debra Bailey
Date of previous school inspection	15–16 June 2011
School address	Gipsy Lane Leicester LE4 6RB
Telephone number	0116 2661114
Fax number	0116 2612920
Email address	dbailey@rusheymead-pri.leicester.sch.uk

Age group	3-11
Inspection date(s)	20–21 June 2012
Inspection number	393526



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Mark Sims

Her Majesty's Inspector

Amanda Johnson

Additional Inspector

This inspection was carried out with two days' notice. Fourteen lessons were observed, taught by fourteen teachers, of which six were joint observations with the headteacher or deputy headteacher. This accounted for approximately eight hours of inspection time in total. Discussions were held with groups of pupils, members of the governing body, school staff, including senior and middle managers, and two senior advisers from the local authority. There were no questionnaires from parents, pupils or staff as this was section 8 monitoring visit which was subsequently deemed a section 5 inspection. Inspectors observed the school's work and took account of a number of documents, including the school's self-evaluation, the raising attainment plan, monitoring of teaching, recent local authority reviews, and the school's own analysis of pupils' performance.

Information about the school

Rushey Mead is much larger than the average primary school. Most pupils are from a range of minority ethnic groups, the largest group being Indian. The school admits an increasing number of pupils from White European Roma and Gypsy backgrounds, many of whom are new to learning English as an additional language. A large majority of pupils in the school speak English as an additional language, a minority of whom are at an early stage of learning English. The proportion of disabled pupils and those who have special educational needs is above average for those on school action and below average for those on school action plus or with a statement of special educational needs. The school meets current floor standards which are the minimum standards expected by the government for attainment and progress. A new assistant headteacher was appointed in April 2012 to lead the Early Years Foundation Stage. The school was subject to special measures when it was previously inspected in June 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Rushey Mead Primary provides a satisfactory standard of education. The headteacher and deputy headteacher have galvanized the school to bring about significant improvements and raise aspirations of pupils and staff. The school is not yet good because of the variability in the quality of teaching and achievement in English and mathematics is satisfactory. In accordance with Section 13(4) of the Education Act 2005 Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next inspection.
- Standards at the end of Key Stage 2 in English and mathematics are broadly average. Reading is in line with national expectations but writing is below, especially the proportion of pupils reaching the highest possible level. Achievement and progress are satisfactory.
- Behaviour of pupils is good in lessons and around the school. Their positive attitude to learning ensures that they remain focused on their work whatever the quality of the lesson. There are increasing opportunities to initiate their own learning and make decisions for themselves. Attendance is high and rising and pupils overwhelmingly feel safe in school.
- Teaching is satisfactory. In the best lessons teachers plan well for the needs of pupils at different starting points. Pupils describe many lessons, especially science, as fun and exciting but, elsewhere, lessons rely on whole class teaching which does not sufficiently challenge all pupils. Inconsistent marking means pupils are not always sure of how to improve, especially writing when redrafting work.
- Leadership and management are good because they are managing performance and improving teaching and learning effectively. Middle leaders have grown into their roles and provide effective leadership in their areas of responsibility.

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

Leaders know their school exceptionally well and what areas still need to be improved. Provision in the Early Years Foundation Stage is satisfactory where new leadership is bringing improvements but the quality of teaching and support is varied.

What does the school need to do to improve further?

- Raise the achievement of pupils in writing by ensuring:
 - written activities are sufficiently challenging for more-able pupils
 - pupils are given enough time to complete written tasks in class
 - pupils have a clear idea of what they need to do to improve their work when redrafting work.
- Ensure that the quality of teaching is at least good by:
 - planning all lessons to meet the needs of different groups
 - providing more opportunities for pupils to work independently or in groups on practical activities and research tasks
- Improve the quality of provision for in the Early Years Foundation Stage by:
 - ensuring that assessment is carried out consistently and that the purpose for assessment is clear to those carrying it out
 - providing a clear focus for learning in structured activities and those that children choose for themselves.

Main report**Achievement of pupils**

When children join the school their skills and knowledge are below expectations for their age. Based on outcomes in previous years, attainment remains below the national averages at the end of Early Years Foundation Stage, including in literacy and numeracy, and below average in reading, writing and mathematics at the end of Key Stage 1. By the end of Key Stage 2, standards in reading and mathematics are broadly average but below average in writing. In other year groups a much higher proportion of pupils in Key Stages 1 and 2 are working at the level expected for their age in English and mathematics than was the situation at the beginning of the academic year. Pupils currently in the Early Years Foundation Stage are on track to achieve age related expectations by the end of the year. Most groups of pupils, including disabled pupils and those with special educational needs, make the expected rate of progress but it is less marked for the small number of Gypsy Roma pupils who speak English as an additional language because the newly-appointed bilingual support staff for this group are not yet in place. Pupils are beginning to get more opportunities to take initiatives in their learning, particularly in the Early Years Foundation Stage and gaining in confidence to ask questions and make suggestions about their learning in lessons. This is still at an early stage of development however.

Pupils' accelerated progress since the school was made subject to special measures has come from strong leadership providing effective intervention and support, linked

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

to challenging targets for all pupils, improved learning in lessons and pupils' own response to learning. Learning is good when pupils are set challenging work appropriate to their starting points and when they understand how they can reach the next level. They respond well to exciting practical tasks especially in science when conducting experiments with bicarbonate of soda. Their own enthusiasm and interest ensure that when they get the chance for independent research or group discussions they thrive on these. Those who have been supported through small group intervention tailored to individuals' needs and starting points have made rapid progress, particularly most pupils who speak English as an additional language, disabled pupils and those with special educational needs. Learning is less effective in lessons that are predominantly teacher-led and where work is pitched at a similar level for all pupils. This leads to some finding the work too demanding and others too easy. Pupils are not always clear what the learning objective of a lesson is and, therefore, at times they complete a task without really understanding what they were learning.

Quality of teaching

In the best lessons teachers involve pupils well with effective questioning targeted to suit individual's starting points. Lesson activities that are practical and involve pupils in group tasks or pair work are particularly engaging. Work is planned to ensure challenge for the more able and support for the less able including structured approaches to writing and visual cues. In these lessons, new arrivals at a very early stage of learning to speak English as an additional language are integrated well and receive effective support from adults and their peers who act as buddies interpreting and translating when required. Learning objectives are clear and pupils know how well they are doing against the challenging targets they have been set from clear written and verbal feedback from teachers. Intervention and support is most effective in small group sessions but more inconsistent in lessons when the role of support staff is not always clear.

The strong promotion of spiritual, moral, social and cultural diversity by adults ensure that all pupils work in an environment that is one of mutual support and respect. Relationships between adults and pupils and between pupils from different groups are a considerable strength. Pupils would like to see a wider range of lunchtime clubs to support the curriculum, however, as most activities on offer take place after school.

Teaching is satisfactory over time because in many lessons too much time is spent directed by the teacher teaching at one level to all pupils. This prevents pupils from spending enough time on conducting independent or group task research and discussion or completing their writing tasks. Teaching of reading is satisfactory which enables pupils to achieve the expected level for their age. Sometimes teachers do not allow pupils enough opportunity to share their ideas in feedback. At times, higher-attaining pupils find work too easy or not stimulating enough when the same type of activity such as storyboards or timelines is used repeatedly. Conversely lower-attaining pupils struggle to keep up if the learning objective is not clear to

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

them or pitched at a level that they cannot yet achieve.

Teaching in the Early Years Foundation Stage is satisfactory. The best activities have a clear learning focus and enable pupils to work independently. There is a wide array of activities available to support pupils' literacy and numeracy. At times the choice on offer is too much. At other times teacher led and free flow activities do not have clear learning objectives and assessment through the learning journals is underdeveloped as not all adults are clear about the purpose of assessment.

Behaviour and safety of pupils

Pupils' behaviour is consistently good in lessons and around the school. School records indicate that this is how they typically behave. They are keen to learn, eager to please adults and highly responsive when given instructions or asked to help. From an early age pupils learn to socialise well together, to share and take turns. They are very welcoming of the steady numbers of new arrivals coming to school particularly those from an increasingly diverse range of backgrounds. Pupils are deployed as buddies to help new arrivals settle and they thrive on this responsibility. Even in those lessons that are less engaging, pupils remain on task wanting to learn. Occasional minor incidents of off task behaviour occur when pupils find an activity less interesting or which has gone on for too long.

Pupils overwhelmingly say they feel safe and secure in school. The whole ethos and learning environment is one where pupils can learn free of oppressive behaviour or bullying. Exclusions are rare and there are few reported incidents and pupils are confident about reporting any to teachers. They know how to keep themselves safe in different situations and about different kinds of bullying. Pupils show great respect for others and enjoy celebrating festivals and special occasions. They show considerable interest in diversity in the wider world which the curriculum helps to promote. Pupils show an eagerness and willingness to come to school.

Leadership and management

The headteacher and deputy headteacher know the school exceptionally well and through accurate self evaluation and determination have driven through rapid improvements, leading by example. New appointments have strengthened leadership of the Early Years Foundation Stage and whilst the environment and use of resources is much improved it is too early to see the impact on provision which remains inconsistent. Senior leaders have worked closely with middle leaders and successfully strengthened their role so that they have taken on more responsibility for monitoring and evaluation and are providing good leadership in their areas of responsibility. The governing body is also aware of the school's strengths and weaknesses and has provided effective support in the changes to staffing personnel and new appointments as well as provided challenge for senior leaders to account for the performance of the school.

Good leadership has seen a rapid improvement of achievement. As a result of

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

targeted intervention and support through monitoring and training of teachers, together with the recruitment of new teaching and support staff, teaching is now satisfactory. This demonstrates the school's good capacity to improve. The school promotes equality of opportunity well by ensuring all pupils, including those who speak English as an additional language, disabled pupils and those who have special educational needs, make similar progress. Within these groups the school recognises that the small number of pupils from Gypsy Roma backgrounds are not doing as well and leaders have taken decisive steps to address this through the recent appointment of specialist bilingual staff. Leaders are determined in challenging discrimination and monitor all aspects of school life rigorously. The school's systems for safeguarding its pupils are very thorough and meet all requirements, supporting the extent to which pupils feel safe in school.

Leaders promote pupils spiritual, moral, social and cultural development well through a good curriculum that responds effectively to the needs and interests of all. The fortnightly curriculum enrichment days are highly popular with pupils who get the opportunity to engage in information and communication technology, languages and dance which they love. These events draw on their own backgrounds as well as giving them experience of other cultures in the United Kingdom. Many support staff are new to their role and not all yet have the requisite skills to provide general support in lessons to pupils learning to speak English as an additional language, disabled pupils and those with special educational needs. However specialist support and intervention for these groups is effective. A programme of training and monitoring is in place but it is too early to see the impact of this.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



21 June

Dear pupils

Inspection of Rushey Mead Primary School, Leicester LE4 6RB

You will know that we recently came to inspect your school and I am pleased to inform you that it no longer needs as much of the additional support it has been receiving because it now provides a satisfactory standard of education.

Your leaders have worked extremely hard to bring about rapid improvements to ensure that you make the expected progress for your age. Consequently, by the time you leave Year 6 you have achieved results in reading and mathematics that are broadly in line with the national average, although your results in writing are below average. You have received additional help to make sure you get back on track as in past years many of you did not make as much progress as expected. You behave well and are keen to do well in your lessons. You respond very well to help those who are new to school and learning to speak English as an additional language. In the best lessons you are taking on responsibility for your own learning and relying less on being directed by teachers. Nearly all of you say you feel safe and confident in school. You enjoy coming to school and attendance levels are high.

There are a few things we have asked the school to do in order for it to improve further. The school leaders must make sure that:

- your achievement in writing matches that of the expected level nationally by the end of Year 6, especially the proportion of you aiming for the highest possible levels
- the quality of all your lessons matches that of the very best ones
- the provision in early years is improved so that all adults are consistently checking how well children are doing.

I hope you all play your part to make sure you are doing as well as you can in your writing. I would like to wish you every success in the future.

Yours sincerely

Mark Sims
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**