

Inspection of Rushey Mead Academy

Melton Road, Leicester, Leicestershire LE4 7AN

Inspection dates: 8 and 9 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Rushey Mead Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Rushey Mead School to be outstanding, before it opened as Rushey Mead Academy as a result of conversion to academy status.

What is it like to attend this school?

Pupils are proud to attend this exceptional school. They know that staff 'go above and beyond' to provide an outstanding education for them.

Pupils are keen to attend and be on time because they value the education they receive. They feel safe at the school and enjoy learning.

Leaders ensure that pupils benefit from the very best education possible. Pupils aspire to be the best they can be. One pupil said, 'I want to be competing for the top jobs, and this school is preparing me for that.'

The behaviour of pupils is exemplary. They display the 'Rushey 1-2-3' to be kind, work hard and develop their whole self at all times. They show high levels of respect for each other and adults. Many pupils give their time to making sure that the school is a better place. Bullying is not tolerated at the school. Pupils say that on the rare occasions it happens, staff act quickly to resolve any issues.

Leaders are committed to the personal development of every pupil. Pupils benefit from a vast range of opportunities that develop their character and nurture their talents and interests. Pupils' focus and determination to improve themselves are remarkable.

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

Leaders have designed an ambitious curriculum. They want all pupils to learn the most important knowledge in all subjects. Subject leaders and teachers achieve this by researching and evaluating their subjects. They have carefully planned the order in which pupils learn knowledge. This helps pupils to build their knowledge and skills over time. Pupils learn across a range of subjects, including those that form part of the English Baccalaureate. They develop detailed knowledge and skills across the curriculum. Pupils achieve exceptionally well.

Teachers' subject knowledge is strong. They explain concepts to pupils clearly. Recall activities at the start of lessons help pupils to remember what they have learned before. Pupils link this knowledge to their current learning. They say that this allows them to build a deep understanding of the subject. Pupils display an enthusiasm for learning. Teachers provide useful feedback. Pupils use this to reflect on what they have done well and how they can continue to improve. As a result, pupils produce high-quality work.

The support provided to pupils who speak English as an additional language is exceptional. These pupils make rapid progress in learning how to speak, read and write in English. One pupil receiving this support said, 'I love school because of the education that helps us to achieve our futures.'

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as everyone else. They expertly identify these pupils' additional needs with support from other professionals to create a 'team around the pupil'. Teachers and learning support assistants follow support plans to ensure pupils with SEND do not miss out on learning.

Staff encourage pupils to read for pleasure. All pupils have a reading book with them. Effective support helps pupils become fluent and confident readers.

Leaders provide a huge range of opportunities for pupils to develop as responsible and active citizens. Pupils value the 'Rushey passport' which helps them to become confident, well-rounded individuals. They compete to outdo each other with kindness and helpfulness.

Pupils discuss a range of issues sensitively during tutor time. Pupils say how this 'normalises taboo topics'. A wide range of support and careers guidance is on offer, providing pupils with high-quality advice and information.

Pupils are very proud of the extra-curricular offer and there is a strong take up. This includes the Rainbow diversity club which promotes understanding and respect for different groups of pupils. Pupils value the many clubs that they are involved in. One pupil said, 'I want to be a lawyer, so the debating club helps us to achieve our dream.'

Leaders provide many opportunities for staff to develop their expertise. Staff are committed to improving themselves and refuse to stand still. Leaders are mindful of staff's workload and have taken steps to reduce this.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify pupils who may be at risk of harm. Staff and governors receive regular safeguarding training to be able to do this. Staff are confident in using the procedures for raising any concerns. Leaders record incidents accurately and swiftly. They involve relevant agencies in a timely manner and follow up referrals if they do not get the response they need. Leaders have expanded the safeguarding team to ensure that vulnerable pupils are supported well. Leaders carefully check the alternative provisions the school uses. A highly effective e-safety strategy helps educate pupils and their families about how to stay safe when online.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141916
Local authority	Leicester
Inspection number	10211893
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1733
Appropriate authority	Board of trustees
Chair of trust	Tony Glover
Principal	Gulbanu Kader
Website	www.rushey-tmet.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school uses five unregistered providers of alternative provision. These are Carwrx, Educ8, ESBM, Life Learning Leicester and Pedestrian. Pupils access these providers for various training courses for a maximum of two days a week.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, the head of school and most members of the school's senior leadership team.

- Inspectors carried out deep dives in these subjects: design technology, English, geography, history, mathematics and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, met with some pupils to discuss their learning and looked at samples of pupils' work.
- Inspectors also visited performing arts, religious education and science lessons. They looked at curriculum plans for these subjects.
- Inspectors heard pupils read during a phonics intervention session.
- Inspectors met with the special educational needs coordinator, as well as representatives of the local governing body and the multi-academy trust.
- Inspectors considered a wide variety of school documents, including the school improvement plan.
- Inspectors took note of the responses received via Ofsted Parent View. They considered the results of the Ofsted staff and pupil questionnaires.
- To judge the effectiveness of safeguarding, inspectors considered the relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff, met with the designated safeguarding lead and spoke with staff.

Inspection team

Dave Gilkerson, lead inspector	Her Majesty's Inspector
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Anna Crawte	Ofsted Inspector
Jon Brown	Ofsted Inspector
Dawn Ashbolt	Her Majesty's Inspector

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