

Inspection of a good school: Rushmore Primary School

Elderfield Road, Hackney, London E5 0LE

Inspection dates:

21 and 22 September 2022

Outcome

Rushmore Primary School continues to be a good school.

What is it like to attend this school?

Pupils like coming to school. They enjoy learning and playing with their friends. Pupils are kind to one another. The school's values are important to pupils, and they are keen to embrace everyone's differences. Pupils build good working relationships with staff, and they appreciate the support that their teachers provide. Pupils like the role they play in caring for the school chickens, as well as collecting and selling their eggs.

Leaders want all pupils to do well. Children in the early years love listening to stories and learning about numbers. Leaders have thought about the most important things children need to know to be ready for what comes next in their learning. If pupils need more help with reading or mathematics, they get support from experienced staff.

Pupils are kept safe in school and they behave well. They know the systems for rewards and sanctions. They are keen to 'stay on green' and are motivated to achieve a silver reward. Pupils said that staff use these systems consistently and fairly. Pupils learn about being kind to one another and why bullying is wrong. They know who to tell if bullying occurs. Staff deal with and resolve any issues effectively, including any occurrences of bullying.

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

Leaders make sure that all pupils, from Nursery to Year 6, learn a broad range of subjects. For example, all pupils learn Spanish from Year 1.

Leaders frequently review the content of the subjects they teach. They think about how to order subject content and the knowledge that each year group should be taught. Leaders and staff ensure that pupils develop their knowledge and understanding step by step. This helps pupils to learn more complex ideas in the future. Leaders ensure that teachers receive the training they need to develop a strong knowledge of the subjects they teach. Teachers present information clearly in lessons. They choose activities that help pupils build on their prior knowledge and deepen their understanding. For example,

in geography, Year 6 pupils were able to build on their knowledge of continents and tectonic plates to understand the causes of a tsunami.

In some subjects, for example mathematics, teachers check often what pupils know and remember. When teachers identify gaps in knowledge or misconceptions, they help pupils to learn from their mistakes and improve their work. Adaptations to teaching help to ensure that pupils' misconceptions are addressed and their understanding is secure. However, this is not fully the case in all subjects. In some subjects, gaps in pupils' knowledge are sometimes not picked up. This limits how well pupils are prepared to grasp new concepts later on.

Leaders are ambitious for all pupils. This includes those with special educational needs and/or disabilities (SEND). They identify and assess pupils' needs effectively. They ensure that staff have access to bespoke information to support pupils with SEND. Teachers adapt teaching materials so that pupils with SEND can learn the same knowledge as their classmates. Some pupils also receive well-planned, one-to-one support so that they do not miss out on learning important ideas in a subject.

Leaders make sure that no time is wasted in teaching pupils to read. Teachers receive regular training in teaching phonics. They have the expertise they need to teach phonics effectively. Pupils take books home that match the sounds they know so they can practise reading. Staff frequently check that pupils are on track with their reading. If pupils fall behind, they receive targeted support to catch up. As a result, pupils become fluent and confident readers. Pupils are encouraged to read widely. They visit the school library weekly to borrow books to take home and read with their parents and carers. Teachers read to pupils daily, and guest authors also visit the school to read with pupils. These opportunities help pupils to develop a love of reading.

Children in the Nursery and Reception settle into school quickly. Staff establish routines from the very start. Children learn to pay attention, take turns and collaborate with their peers. Pupils rarely disrupt lessons as they are keen to learn. These positive attitudes contribute well to pupils' achievements.

Leaders bring their school values to life through their broad curriculum offer. Outside of lessons, pupils take part in many opportunities that promote their wider development. For example, they take on leadership roles on the school council or the eco-committee. Pupils also go on many school trips, such as to museums and places of worship for different world religions.

Leaders have positive working relationships with their staff. Leaders consider staff's workload when introducing new ideas and staff appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the context of their school well and are alert to the possible risks pupils face. Staff receive regular safeguarding training. They are alert to any changes in pupils'

behaviours or appearance and report any concerns they have. Leaders identify pupils who may be at risk of harm and they secure the support they require, for example from local authority agencies. Leaders also ensure all statutory pre-employment vetting checks are carried out when recruiting new staff.

Pupils are taught about risk and how to keep themselves safe. The school's personal, social, health and economic education programme teaches pupils about staying safe online and appropriate physical contact, for example.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, gaps in pupils' knowledge or misconceptions are not routinely identified and addressed by their teachers. As a result, some pupils struggle to understand new concepts that come next in the curriculum. Leaders should ensure that teachers check and address any knowledge gaps and misconceptions so that pupils are fully prepared for their future learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2012.

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](#)' 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	130302
Local authority	Hackney
Inspection number	10240388
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair of governing body	Sam Billington
Headteacher	Jim O'Shea
Website	www.rushmore.hackney.sch.uk/
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The school has a Nursery provision for 3- and 4-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and deputy headteachers. He met with the chair and members of the governing body, as well as a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics, geography and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, reviewed samples of pupils' work and met with pupils to discuss their learning. The inspector also considered pupils' learning in computing and art.

- Through discussions with leaders, governors, pupils and staff, the inspector considered how pupils are safeguarded. The inspector also looked at records related to safeguarding, including records of pre-employment checks on staff.
- The inspector met with groups of pupils, and he observed pupils' behaviour in lessons and around the school.
- The inspector spoke with a range of staff about safeguarding, behaviour and their workload. The inspector also considered the responses from pupils, staff and parents to Ofsted's surveys, including Ofsted Parent View.

Inspection team

Mark Smith, lead inspector

His Majesty's Inspector

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