

# Inspection of Rushey Green Primary School

Culverley Road, Catford, London SE6 2LA

---

Inspection dates: 22 and 23 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Early years provision	<b>Good</b>
-----------------------	-------------

Previous inspection grade	Good
---------------------------	------

## **What is it like to attend this school?**

Pupils are happy and safe in this welcoming school. They are enthusiastic and ready for learning. Pupils behave sensibly. Pupils across the school demonstrate self-control and engagement.

The school is calm and orderly. Staff have high expectations which they apply consistently. Pupils understand the difference between right and wrong. They follow the school rules and know that staff support them in staying safe. On the rare occasions that bullying happens, staff deal with it quickly. Interactions between staff and pupils are respectful.

Staff celebrate pupils' achievements such as through class 'recognition boards'. Leaders provide opportunities to develop pupils' talents and interests. For example, pupils learn to play musical instruments and how to sing. Teachers provide exciting cultural experiences. For instance, Year 3 pupils visited an opera at the London Coliseum.

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

The curriculum is ambitious across all subjects. Leaders structure the content they want pupils to learn in a coherent way. Subject leaders are knowledgeable. Teachers present content to pupils clearly and in manageable steps. They revisit subject-specific concepts and check pupils' understanding regularly. This helps pupils to build on prior knowledge securely in most subjects. For example, Year 2 pupils enjoyed using different brushstrokes to explore mood, movement and texture when painting. Pupils used a range of resources to support their understanding of number and problem-solving. However, in a few subjects, teaching does not embed key knowledge as securely.

Leaders ensure they identify early the needs of pupils with special educational needs and/or disabilities (SEND). Leaders work closely with external agencies to provide pupils with effective support and guidance. Staff adapt work and use resources appropriately to support these pupils.

Leaders place strong emphasis on reading. Teachers introduce phonics to children as soon as they start in Reception. Leaders train staff to deliver the phonics and reading programmes. Staff typically support pupils to blend and segment new words well. On occasion, staff do not pronounce sounds as accurately as they should. This limits a minority of pupils' ability to decode words correctly. Books that pupils read match the sounds they know. Staff support pupils at risk of falling behind to catch up quickly.

Children in early years cooperate well, share resources and take turns. Positive relationships built over time enable pupils to feel well supported. In lessons, low-level disruption does not get in the way of learning.

Leaders develop pupils' wider development well. For example, links with a local farm helped pupils to know how to grow food and cook it with the school's chef. Children in the early years are encouraged to make healthy food choices independently. Pupils across the schools are taught how to stay physically and mentally healthy.

Pupils demonstrate a mature attitude towards differences and diversity. They are helped to understand important themes such as the harm of bullying and the right of all children to an education. Pupils are taught about different religions, faiths and beliefs. They understand different types of families. Leaders ensure that pupils are well prepared for life in modern Britain.

Leaders show great determination and unwavering commitment in prioritising areas for improvement. Parents, carers and staff valued this. They spoke positively about the positive impact leaders have had on pupils' behaviour and attitudes over time. Leaders' new initiatives are helping to improve pupils' attendance and punctuality further. They have an accurate understanding of the school.

Members of the governing body know the strengths of the school. They visit the school regularly to see for themselves what leaders tell them happens in practice. The governing body ensures that the well-being and workload of leaders and staff are well considered. Staff appreciated the opportunities for professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff know that safeguarding is everyone's responsibility. Teachers undertake regular training to understand how to identify who may be at risk of harm. They know the signs to watch out for that may suggest that a pupil might need support. Pupils and staff know how to report concerns. Adults are proactive in addressing issues to keep pupils safe. Leaders show perseverance to make sure families get the help they need, including with external agencies.

Staff promote pupils' positive mental health. Staff and pupils are well supported in managing their feelings, such as bereavement and loss.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, teaching does not implement the planned curriculum consistently well. As a result, pupils' knowledge and understanding in these subjects is not as secure as in other subjects. Leaders should ensure that teaching is consistently strong in all subjects so that pupils build a deep body of knowledge in all subjects.

- There are some inconsistencies in the way that phonics is delivered. This limits the support that a minority of pupils receive to improve their reading. Leaders must ensure that all staff receive the training necessary to ensure the effective delivery of the phonics programme for all pupils.

## 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

<b>Unique reference number</b>	100701
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10226857
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	568
<b>Appropriate authority</b>	The governing body
<b>Chairs of governing body</b>	Daisy Hooper and Rachel Hope
<b>Headteacher</b>	Lisa Williams
<b>Website</b>	<a href="http://www.rusheygreen.lewisham.sch.uk">www.rusheygreen.lewisham.sch.uk</a>
<b>Date of previous inspection</b>	16 November 2016, under section 8 of the Education Act 2005

## Information about this school

- There have been significant changes in the senior leadership of the school since the last inspection.
- The headteacher was appointed in September 2019 and the deputy headteacher in September 2020.
- The school has a Designate Specialist Provision for deaf pupils and those with hearing impairments. A change in the designation of the provision is under consultation with the local authority.
- Leaders have created two temporary additional classes (BEAM classes) to cater for pupils with SEND, challenges in behaviour and at risk of exclusion.
- The school uses no alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school had 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 chairs and members of the governing body, the headteacher, senior leaders, a range of staff and a local authority representative.
- Inspectors carried out deep dives in reading, mathematics, geography and art. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. This included a scrutiny of safeguarding records and the record of pre-employment checks. Inspectors reviewed safeguarding procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

### **Inspection team**

Lascelles Haughton, lead inspector	His Majesty's Inspector
Teresa Neary	Ofsted Inspector
Gary Phillips	His Majesty's Inspector
Andrew Hook	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023