



Rushmere Hall Primary School

Inspection Report

Unique Reference Number 124679
LEA SUFFOLK LEA
Inspection number 281779
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Mr. Robert McKeown LI

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

Type of school	Primary	School address	Lanark Road
School category	Community		IP4 3EJ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01473726027
Number on roll	422	Fax number	01473273771
Appropriate authority	The governing body	Chair of governors	Mrs. Claire Robinson
Date of previous inspection	30 November 2000	Headteacher	Mrs. Linda Munns

Age group	Inspection dates	Inspection number
3 to 11	12 October 2005 - 13 October 2005	281779

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Rushmere Hall is a community primary school situated on the outskirts of Ipswich. It has 422 boys and girls on roll, aged from three to eleven years. Most children are from white British backgrounds. About 17% of children are from minority ethnic families. Seven are at the early stages of learning to speak English as an additional language. The number of pupils entitled to free school meals is about average. Most children start school with standards which are in line with those expected for their age. The overall number of children who have special educational needs is typical for this size of school. However, Rushmere Hall has a higher proportion than average of pupils with statements of special educational need, with 24 children learning in the school's language and hearing impaired units.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Rushmere Hall School provides its children with a good education. It is outstanding in its inclusion of children with hearing impairment and speech and language difficulties. Most parents are positive about the education given to their children and the school is working hard to involve them in supporting children's learning. Overall, standards are broadly average. Standards at the end of the Foundation Stage meet expected levels. Children get a good start in the nursery and most make satisfactory progress up to the end of Year 2. After this, children make good progress and achieve well by the time they reach Year 6. However, they do not achieve as well in writing as they do in reading and mathematics. Progress is uneven because, although much of the teaching is good, some teaching is only satisfactory. All children with additional needs are making good progress. Almost all children in the language and hearing impaired units make outstanding progress. The school cares well for its children. It supports their personal development and well-being effectively. Children have good attitudes to school, are eager to learn and most behave well. They enjoy learning and are keen to take part in school activities during lessons and beyond the school day. Their performances in a range of musical activities are exceptional. The leadership and management of the headteacher and senior staff are good. There is a strong commitment to raising standards and improving what the school has to offer. In its self-evaluation, the school judged itself accurately. It has moved forward effectively since its last inspection and is well placed to continue to improve. It offers good value for money.

What the school should do to improve further

- Improve the quality of teaching to a consistently high level to ensure children make good progress in all classes - Sharpen the monitoring of the teaching of writing to raise standards and ensure that more children meet the expected levels in all year groups.

Achievement and standards

Grade: 2

Overall, standards are broadly average. In the national tests at the end of Year 2, in 2004, results were generally in line with national levels in reading, writing and mathematics. Boys did markedly less well than girls. Results were broadly similar in 2005. This represents an improvement on the results in previous years. At the end of Year 6, in 2004, standards were in line with those achieved nationally. In 2005, more pupils reached the expected level in English and mathematics although more than half failed to reach this level in writing. Results in reading were much better. When children enter the reception classes the school's information indicates that standards are below average. Inspectors found standards of children currently in the nursery to be better than this. By the time children enter Year 1 most are achieving at the level expected for their age. The school's records show that standards can vary significantly from year

to year. In Years 1 and 2 progress is satisfactory for most children. Children in Years 3 to 6 make good progress and achieve well. All children with additional needs are making good progress, including those who do not speak English as their first language. Most children in the language and hearing impaired units make outstanding progress. The school takes account of the results of children with additional needs when assessing overall progress. The school has identified that the progress children make between Reception and Year 2 is often uneven because the quality of teaching is not consistently good. Actions to be taken to raise standards and achievement are clearly identified in the school's improvement plan.

Personal development and well-being

Grade: 2

The school supports children's personal development and well-being effectively. Children have good attitudes to school and are eager to learn. They are confident when expressing themselves and show respect for one another. Behaviour is good overall. Incidents of bullying are rare and are dealt with effectively. Attendance is above average. The school provides well for children's moral, social, emotional and cultural development and satisfactorily for their spiritual development. Children with speech and language difficulties and hearing impairment progress extremely well in their personal development. A school council, class councils and citizenship lessons ensure children's views are expressed and represented. Children feel safe and are learning how to make healthy choices. The school makes free fruit available to younger pupils. It is working towards providing, at lunch and break times, foods that are entirely healthy; some items still have high sugar content. Take-up of sporting activities beyond the school day is good, although children in Key Stage 1 would benefit from more time for physical education. Children enjoy learning, and are keen to take part in school activities. Many contribute to the life of the school, for instance, through taking part in musical performances and fulfilling various responsibilities around the school. They develop a satisfactory range of basic and personal skills to ensure their future social and economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. It is outstanding in the nursery, in music and for children with speech and language difficulties and hearing impairment. This is because of the exemplary way in which lessons are planned with a wide range of exciting and practical learning activities for children of all abilities. This makes learning enjoyable and promotes good progress. For example, Year 2 children learn to play African drums and sing African songs. Teaching in Years 1 to 6 is good overall, but at times it is no better than satisfactory and this affects progress. In the better lessons, teachers make clear what will be learned and how children will succeed. Realistic targets and well-planned activities ensure that work is matched to their individual needs. Teachers have high

expectations and use varied activities and good resources to stimulate learning. Warm relationships help support children's self-confidence. Good marking and homework help to check progress and improve standards. There is close team work between staff. Support staff are skilful at providing help to individuals and when teaching groups of children. This is particularly the case for those children with speech and language difficulties and hearing impairment. Staff have generally good control and management of behaviour, although the least effective teaching does not manage some boisterous children so well. The school has recognised the need to improve standards in writing. This would be helped by sharing more widely the good practice which already exists so that all teachers are teaching writing skills effectively. The school recognises that children's use of information and communication technology to support their learning in other subjects is another improvement priority.

Curriculum and other activities

Grade: 2

The curriculum is good and meets national requirements. There is a wide range of well-planned activities to engage children's interest and support their progress. There are outstanding features in music, where children benefit from specialist teaching and the chance to perform in concerts and productions. The singing squad has won local competitions. In Years 3 and 5, children have the opportunity to learn to speak French. Teachers are beginning to link learning in different subjects together to make it more relevant, and theme days such as those on 'France' and 'Water' enrich the curriculum. There are good resources for the different subjects and facilities overall are satisfactory, except in the Foundation Stage where opportunities for outdoor learning are restricted. Adequate time is allocated to subjects except for physical education in Years 1 and 2 where it is less than recommended. The curriculum is enlivened well by educational visits and by visitors to school. There are many lunchtime and after-school activities which are well-attended and include a good range of sporting, musical and leisure pursuits. Provision for children with special educational needs, especially for those with speech and language difficulties, and hearing impairment is good. Older children with special skills and talents are given the chance to attend master classes in mathematics and science at the local secondary school.

Care, guidance and support

Grade: 2

The school provides a good level of care, guidance and support for children. Staff are committed to ensuring that all children learn and grow in a safe and supportive environment. This enables children in most classes to fulfil their potential. The school has good partnerships with parents and works very well with outside agencies to ensure that individual needs are met. Children with special educational needs and those for whom English is an additional language receive good support. Those with speech and language difficulties and with hearing impairment are supported exceptionally well. As a result, these children make rapid progress academically and grow tremendously in personal confidence. Systems for identifying and protecting children at risk are

good, and the school places appropriate emphasis on ensuring children's health and safety. Children have trusting relationships with adults and feel that they have someone to whom they could turn if they have difficulties.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides clear direction for the work of the school. She is ably supported by the staff and leadership team. There is a strong commitment to raising standards and to children's personal development and well-being; this is shared by all staff and governors. The school's evaluation of its strengths and weaknesses is accurate. It has been used well to decide key priorities for a clearly-focused school improvement plan. Leaders carry out a thorough analysis of how children perform in national and other tests. This information is used suitably by teachers to set targets. Senior staff frequently observe lessons and provide feedback to teachers on the quality of their teaching. However, the focus of this monitoring is not sharp enough because it does not concentrate sufficiently on the improvement priorities identified in the school improvement plan, such as writing. Subject leaders make presentations to keep governors well-informed about the quality of provision in different subjects. The school's special needs co-ordinator provides very good leadership and management, as do the teachers in charge of the hearing impaired and speech and language units. There are newly appointed subject leaders for English and mathematics, who have produced suitable plans for improvements in their subjects. Procedures for performance management are good and the administrative team supports the school well. Accommodation and resources are satisfactory overall. The recent acquisition of three interactive whiteboards is having a positive effect on the quality of teaching and learning. The governing body discharges its responsibilities well. Governors take an active interest in the quality of education provided by the school; some contribute significantly. Improvement since the last inspection has been good, and the school is well placed to continue to move forward.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so helpful and polite when we visited your school. We enjoyed the two days we spent with you. We were pleased to hear about all the things you do at Rushmere Hall. You like school and work hard. There are lots of good activities going on in lessons and after school. We were particularly impressed by the things you do in music and especially the performance of the singing squad. We thought the songs they sang in your assembly were wonderful. We also liked the African drumming. Mrs Munns, your teachers and the governors are working hard together to help you do the best you can. They expect you to behave well and get on well together. All the adults in the school care for you and they want every one of you to succeed. Having the school and class councils gives you the chance to put forward your views. At the end of the inspection, we asked your teachers to work together to help you improve your writing. We also asked Mrs Munns to make sure all your lessons are taught well so everyone makes good progress. You have a lot to look forward to in the rest of this year, make sure you work really hard and do your best.