

Rushey Green Primary School

Inspection report

Unique Reference Number	100701
Local Authority	Lewisham
Inspection number	376440
Inspection dates	13–14 September 2011
Reporting inspector	Robert Isaac

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	520
Appropriate authority	The governing body
Chair	Annie Roper
Headteacher	Yana Morris
Date of previous school inspection	29 June 2009
School address	Culverley Road Catford London SE6 2LA
Telephone number	020 8698 5001
Fax number	020 8697 8241
Email address	admin@rusheygreen.lewisham.sch.uk

Age group	3–11
Inspection date(s)	13–14 September 2011
Inspection number	376440

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 2011



Introduction

This inspection was carried out by four additional inspectors. Teaching and learning were observed in 21 lessons taught by 24 teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and examined documents including planning and safeguarding records, the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information. Inspectors analysed the content in questionnaires from 106 parents and carers, 150 pupils and 73 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Attainment in reading and writing at both key stages and whether this was continuing to improve.
- Pupils' awareness of how well pupils are doing and what they need to do to improve further.
- The attainment of hearing-impaired pupils and their integration into school life.

Information about the school

Rushey Green is larger than the average-sized primary school. While most pupils live locally, a small minority travel some distance to get to school. A very large majority of pupils are from a range of minority ethnic heritages, the largest groups being pupils from Afro-Caribbean or Black African backgrounds. Other groups include those of Asian or mixed backgrounds. The proportion of pupils who speak English as an additional language is much higher than average. The proportion of those who are known to be eligible for free school meals is above average. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average. These needs relate to a wide range of specific learning difficulties, moderate learning difficulties, behavioural difficulties and communication difficulties. The school has a hearing impairment resource base called the Centre for the Deaf, which currently accommodates eight pupils. Children in the Early Years Foundation Stage are taught in the Nursery and three Reception classes. The school has a breakfast and an after-school club onsite, which is managed by the governing body. It has gained a number of awards, including the Activemark and the ICT Mark award. The school has settled into new, purpose-built accommodation in the last two years.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Rushey Green provides a good quality of education. Some elements of personal development are outstanding. Pupils are happy, feel safe and get a good start to their education. They are proud of their new school building and enjoy attending. Learning and teaching are good, being reinforced by outstanding care and a lively, interesting curriculum. Parents and pupils value the school's inclusive ethos and comment on it positively, making remarks such as, 'I made the right choice for my son.'

Pupils make good progress in the Early Years Foundation Stage because of the good provision in the Nursery and Reception classes. They join Key Stage 1 with broadly average skills and make overall good progress from there on. Progress tends to be more rapid in Key Stage 2 than Key Stage 1 because so many younger pupils are new to learning English and require time to master basic skills. By the end of Year 6, many have above average attainment and achieve well. Pupils who have special educational needs and/or disabilities, speech and language difficulties, hearing impairments and those who speak English as an additional language also achieve well.

Behaviour is outstanding. This is because staff have high expectations, set clear boundaries and are very well organised and so pupils respond positively. There has been an improvement in attendance since the last inspection and it is now above average. Good teaching ensures high expectations of pupils and good support as they learn, but teaching assistants are not always deployed effectively enough to increase the levels of challenge. On a few occasions, work is not matched consistently enough to the needs of mainstream pupils and this sometimes slows progress in these lessons. Teachers' assessments of pupils are accurate, but pupils do not evaluate their own work enough in order to take responsibility for improving it. When inconsistencies occur, pupils' progress in English and mathematics becomes more variable. The curriculum is well planned and relevant to pupils' interests and abilities. All pupils receive outstanding levels of care, guidance and support that particularly underpin aspects such as support for hearing-impaired pupils or those with other special educational needs and/or disabilities.

Leadership and management are good. The headteacher is the key driver for embedding ambition for shared responsibility. Staff consequently have a strong sense of direction and feel part of an effective team. Morale is high. The governing body provides outstanding support, for example in the process of acquiring excellent

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

new accommodation and in an accurate awareness of the school's progress. The school's leaders and members of the governing body have managed the process of changing to a new building well while continuing a strong and successful drive to improve provision. The school has seen a trend of rising attainment in recent years as a consequence of good self-evaluation. As a result, Rushey Green has a good capacity for sustained further improvement.

What does the school need to do to improve further?

- Eliminate the inconsistencies in progress in English and mathematics by:
 - matching work closely to the needs of all individuals
 - ensuring that planning specifies how to set the highest levels of challenge for all pupils
 - monitoring more systematically the effectiveness of all measures taken.
- Support pupils in evaluating their own work so they become aware of how well they are doing and how they can improve.

Outcomes for individuals and groups of pupils

2

Pupils' attainment in recent years has been above average by the end of Year 6 with a rising trend in English and mathematics. Given that many enter the Nursery with skills and knowledge that are below those typically expected for their age, this represents good progress. Pupils make especially good progress towards the end of each key stage. In English, writing is linked to real-life experiences and popular books that captivate pupils and arouse their curiosity. They use stories to enhance their vocabulary and improve their descriptive writing. In mathematics, pupils' numeracy skills are above average. In music, drama and art, pupils think and act creatively.

Pupils made good progress last year and achieved well, although there are different rates in different year groups at both key stages. There was, for example, faster progress in Year 5 and Year 6 than Year 4. Similarly, pupils make faster progress in Year 2 than Year 1. Boys and girls generally make similar good levels of progress. Pupils are very keen to learn and very interested in what they are taught. They respond well to their teachers and are eager to participate in lessons. Pupils settle to tasks rapidly, are well motivated and sustain interest throughout. They work well with their peers and are helpful and compliant in playground groups.

Pupils with special educational needs and/or disabilities often make outstanding progress from a low starting point. For example, some of those who have severe hearing impairments and other difficulties and those who enter the school with little or no English leave at the end of Year 6 with average or above average attainment in English. They get specialised teaching which helps them develop their language skills to good levels. Those with hearing impairments integrate into mainstream classes and learn quickly.

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

Pupils commented that they like school and feel safe there. Their excellent understanding of how to stay safe is exemplified by the way they look after one another. It is a harmonious community where pupils of different backgrounds and abilities get on well. Pupils understand the elements of a balanced diet and enjoy many chances to be active. The school council takes its role seriously and it helps make a difference to pupils’ lives. Pupils swiftly undertake responsibilities, although there are not always sufficient opportunities to do so. They play an important part in helping the school run smoothly and are keen to support local and worldwide charitable fundraising. Pupils’ spiritual, moral, social and cultural skills are good. In particular, pupils are proud of the school’s ethnic diversity and inclusiveness.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching is characterised by high levels of challenging activities and good support for pupils’ learning, but this is not apparent in all lessons. Thoughtful questioning encourages pupils to reflect upon their knowledge, gaining a deeper understanding as a consequence. An imaginative approach, which links different subjects well, and a strong focus on practical activities inspire learning in many classes. In the few lessons where progress is less marked, there is an over-reliance on teachers talking rather than pupils responding or learning independently. Teachers’ marking is usually regular and there are some good examples where teachers provide clear and helpful feedback for pupils. Assessment systems are good, but pupils are not given the opportunity or skills to evaluate their own work so understanding how they need to improve.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

A carefully planned curriculum helps pupils make good links between subjects, such as when pupils enhance their historical knowledge of the Victorian era through literary studies of the life of Dickens. Information and communication technology (ICT) activities enhance the curriculum richly because they are relevant to pupils' needs and enhance their work. The school has gained the ICT Mark in recognition of its achievements in reaching a standard of maturity in the use of technology. There are good links between the curriculum and work at home. One pupil commented, 'In my previous school I was never given homework, but at Rushey Green I get homework every week.' The school takes a successful part in sports events, winning a local award as an Olympic Champion and also coming first in the local football league. It has also been awarded the ActiveMark for its commitment to promoting the benefits of physical activity. There are outstanding elements to the curriculum, for example in memorable special events such as the visits of the Birdman and his colourful birds of prey that extend pupils' knowledge, and also in the provision of specialist tuition for the hearing impaired and for budding guitarists.

The outstanding levels of care, guidance and support have underpinned the transition to new accommodation which was smoothly managed. Pupils feel exceptionally safe and happy. They know whom to speak with if they have any concerns. The responses in their questionnaires were resoundingly positive, especially about the adults who care for them. The great majority of parents and carers are very positive about the quality of provision and feel that their children enjoy school a lot and feel safe there. One parent commented, 'My son likes his school so much he can't wait for the holidays to finish.' Close links with professional agencies ensure that potentially vulnerable pupils, such as those with severe hearing impairments or who speak English as an additional language, are supported outstandingly well and make excellent progress as a result. There are good transitional links with other local schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school benefits from good leadership. The headteacher has guided it highly successfully through a period of change and with a sharp focus on improvement. Other leaders share expectations which are high but realistic. The school has a strong sense of its direction and an embedded ambition to continue its improvement. Adults feel part of an effective team and their morale is high. Effective teachers are

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

recruited and they stay, knowing their professional development is encouraged. Senior leaders check the school’s performance regularly and offer constructive support for new staff. Other leaders also provide strong leadership. This includes those who manage the Centre for the Deaf, special educational needs and/or disabilities and the Early Years Foundation Stage. Monitoring and evaluation of teaching and learning have identified where they can be improved further. However, at present, monitoring is not tailored precisely enough to the key priorities established in forward planning. Managers provide staff with excellent resources in a range of subjects and aspects.

The governing body provides outstanding support. It is knowledgeable and accurate about the school’s strengths and weaknesses. It holds the school to account and is influential in helping senior managers to improve it by appointing key staff. It fulfils all legal requirements. Safeguarding and child protection procedures are thorough and well understood by staff and carried out rigorously. Staff training is regular and checks on the suitability of adults to work with children are thorough.

The school is justifiably proud of its links with the local community and has excellent relationships with families, including those considered to be difficult to reach or who are slow to respond. The involvement of parents and carers in the Rushey Green Association and the SuperDads group does much to promote excellent links between home and school. A parent wrote to inspectors, ‘My son’s teacher is very helpful and - although the term has just started - I am fully informed of his progress.’ Pupils from a diversity of backgrounds, often with substantial needs, are integrated well. Equality of opportunity for all pupils is promoted with great enthusiasm, regardless of background or ability. The school tackles any hint of discrimination with clear-minded determination. Adults are often excellent role models. The school has developed outstanding partnerships with external agencies and partner schools to obtain extra help for those who need it. Senior leaders and managers have a wholehearted commitment to community cohesion and provide exceptionally good opportunities to enhance pupils’ understanding of their own ethnically diverse community and the wider world. This happens through residential visits, visiting speakers, creative activities and presentations organised by the London Citizens’ Alliance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and	2

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

tackles discrimination	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle into the Nursery and Reception classes quickly, are keen to learn, play readily together and behave well. The provision for their welfare is good.

- Overall, children enter the Nursery with skills and abilities below those typical of their age. Children work well towards the early learning goals and this shows good progress, often from low starting points.
- Children are given ample opportunities to take part in meaningful play with a good degree of challenge.
- Routines are well established, even at this early stage of the term. Children are looked after well, being safe and secure.
- Classes are well resourced with good opportunities to extend learning to the excellent and well-designed outdoor spaces.
- The accommodation is airy and bright. Indoor areas are clean and fresh, with clearly marked labels to help children find and put away equipment independently.
- Adults work hard to include all, including those with little English. They develop children’s language skills effectively. Children enjoy singing nursery rhymes and re-telling stories.
- Teachers and assistants generally organise and plan activities well with enough flexibility to allow for individual expression. They have a good rapport with children. However, these good features are not fully consistent in every session.
- Good records are kept of children’s attainment and progress in notes, samples of work and photographs.
- The Early Years Foundation Stage is well led. Leaders show a thorough understanding of an appropriate Early Years Foundation Stage curriculum and review practice to underpin a continuous drive for improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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

Views of parents and carers

About a fifth of parents and carers of pupils registered at the school responded to the Ofsted questionnaire, which is a smaller proportion than is usual. The school has surveyed the views of parents and carers in the recent past and enjoys the support and confidence of most of those who responded. A number of individual comments praised the high quality of provision and care and there were very few negative comments. A few parents and carers had concerns about behaviour, but evidence was not found during the inspection to support these. The views of all the parents and carers interviewed informally during the inspection confirmed the positive responses in the Ofsted questionnaires, all of which the inspection evidence endorsed.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rushey Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 520 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	67	34	32	1	1	0	0
The school keeps my child safe	65	61	40	38	1	1	0	0
The school informs me about my child’s progress	54	51	47	44	5	5	0	0
My child is making enough progress at this school	47	44	51	48	4	4	0	4
The teaching is good at this school	43	40	58	55	3	3	0	2
The school helps me to support my child’s learning	48	47	46	45	7	6	1	1
The school helps my child to have a healthy lifestyle	46	43	54	51	3	3	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	38	54	51	2	2	1	8
The school meets my child’s particular needs	43	41	51	48	5	5	2	5
The school deals effectively with unacceptable behaviour	36	34	55	52	6	6	4	5
The school takes account of my suggestions and concerns	36	39	50	54	2	2	5	5
The school is led and managed effectively	40	41	52	54	3	3	2	2
Overall, I am happy with my child’s experience at this school	50	48	52	50	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



15 September 2011

Dear Pupils

Inspection of Rushey Green Primary School, London SE6 2LA

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons. We found that your school is giving you a good education, and that there are many good things going on. These are the things we liked best.

- You enjoy your learning and make good progress through the school.
- You behave well and show a great deal of respect for one another.
- You are proud of your new school building.
- You make a good contribution to the school community.
- You are well taught and have good opportunities to try new activities.
- You are very well looked after and get extra support when you need it.
- You feel safe and secure in school, thanks to the efforts of the staff.
- Your school is well run and senior staff know how to make it even better.

To help the school improve further, we have asked to the staff to make sure that you know how well you are doing and how you can improve your work.

You can also help by checking on how much you know, how well you work with your friends and in what ways you can do better.

Yours sincerely

Robert Isaac
Lead 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.**