

Rushey Green Primary School

Inspection report

Unique Reference Number	100701
Local Authority	Lewisham
Inspection number	323330
Inspection dates	29–30 June 2009
Reporting inspector	Olson Davis

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	485
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Owen Hylton
Headteacher	Mrs Yana Morris
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Culverley Road Catford London SE6 2LA
Telephone number	020 8698 5001
Fax number	020 8697 8241

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school serves a socially and ethnically diverse community in the London borough of Lewisham. The proportion of pupils eligible for free school meals is above average. Pupils are from a wide range of ethnic backgrounds, with the largest groups being those of Black Caribbean and of White British backgrounds. Other groups include those of Asian and of mixed backgrounds. More pupils than usual are at an early stage of learning English. The proportion of pupils identified with learning difficulties and/or disabilities is well above average. The range of needs includes specific learning difficulties, moderate learning difficulties, behavioural difficulties and communication difficulties. The proportion of pupils with a statement of special educational need is also well above average. The school has a hearing-impaired resource called The Centre for the Deaf, which accommodates 12 pupils. The rate at which pupils join or leave the school is higher than in most schools. There is Early Years Foundation Stage provision for pupils in the Nursery and Reception classes. The school will be moving into new buildings at the beginning of next term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Rushey Green Primary provides a good standard of education for its pupils. Central to the school's growing success is the good leadership and management. The highly committed headteacher, ably supported by the senior leadership team, provides clear direction for the school. There is a common purpose among the staff, who are firmly committed to raising standards and improving provision for pupils. A good ethos exists in the school and it has a strong sense of community. Hearing-impaired pupils are well integrated into the life of the school. Consequently, all pupils, including those from different minority ethnic groups and those of different abilities, feel welcomed and want to learn. Good partnerships with outside agencies enrich the curriculum and provide benefits for pupils' learning and well-being. Most parents are pleased with what the school offers. One parent wrote, 'I feel that my child has gained more confidence in his learning through the inspirational support of the teachers.'

Pupils achieve well because of good teaching and good support for their additional needs. Fundamental to pupils' good progress is teachers' effective use of regular assessments to set work that is well matched to pupils' varying needs and abilities. Pupils' assessments are used well to set challenging targets. However, not all pupils are aware of their personal targets and as a result, some of them do not have a clear idea of what they need to do to improve their work. Teachers have improved the way they teach mathematics and science. Pupils are very motivated when presented with more opportunities to plan and carry out their own investigations in science. A stronger emphasis has been placed on pupils using and applying their mathematical skills so they can now solve more difficult problems. As a result, standards have improved in these subjects. Standards are above average overall. Although standards in writing are improving, they are not as high as they should be because teachers sometimes miss opportunities to develop pupils' writing skills outside of the literacy lessons.

The good curriculum is particularly successful in meeting the needs of pupils with learning difficulties and/or disabilities and pupils at an early stage of learning English. It is enhanced by a wide range of additional activities and ensures that the many different cultures represented in the school are valued and celebrated. This strongly supports the pupils' good spiritual, moral, social and cultural development. As a result, pupils have a good understanding of diversity within the local and wider communities. Through pupils' active participation in a wide range of sporting activities, they acquire a good understanding of how to keep healthy.

Determined action by school leaders and governors has led to improvements in achievement, teaching, the curriculum, leadership and management since the last inspection. This demonstrates the school's good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start in the Nursery with levels of skills that are generally below expectations. In addition, a considerable minority are at an early stage of learning English. They make good progress in all areas of learning so that most of them meet the goals expected of children on entry to Year 1, except in communication, language and literacy, which are less strong when children start school. Good leadership and management have ensured the early introduction of strategies to link sounds and letters, which prepare children well for learning to read and write. Nonetheless, many children do not attain the expected goals in communication, language

and literacy by the end of Reception. The excellent provision made for children's welfare means that children settle into school quickly and happily. They have very positive relationships with staff, and show immense enjoyment in learning. As a result, children's personal development is excellent and contributes to their rapid progress in all areas of learning. Teachers plan a range of exciting things for children to do, for example, exploring magnets or post office role play, which engages their interest and enthusiasm. The provision for children to learn outdoors helps to extend and consolidate the learning that takes place indoors. Assessment of children's progress is carried out regularly and provides a good overview of their development. However, there are times when the learning outcomes are not at the forefront of activities, which makes it difficult for adults to assess how well children have achieved against the learning goals.

What the school should do to improve further

- Improve standards in writing.
- Improve children's understanding of their targets and how they can improve their work.

Achievement and standards

Grade: 2

Standards are above average overall by the end of Year 6, which represents a good level of achievement from pupils' below-average starting points. Over the past two years, standards have improved in English, mathematics and science at the end of Years 2 and 6 because teachers have improved the way they teach these subjects. Writing has improved because of the special focus it has been given by teachers in literacy lessons, but there is still room for improvement. There are sometimes missed opportunities to extend pupils' writing outside of the literacy lessons. Pupils who find learning difficult or who have disabilities receive well-focused support and achieve well. Pupils with English as an additional language also make good progress as a result of the effective additional support they receive. Pupils from ethnic minority groups make similarly good progress.

Personal development and well-being

Grade: 2

Pupils are enthusiastic about learning and enjoy school. They behave well in class and around the school and report that behaviour has improved over the past two years. Pupils know that there is someone they can turn to if they have a problem and are confident about discussing issues in class. The school council is very proud of the part it plays in the running of the school, especially in the organisation of playground equipment and its conducting of a survey on everyone's favourite book. Pupils have a good understanding about being healthy and keeping safe and value the opportunities they have to participate in sport and to learn to swim. Attendance is average, despite the school's best efforts to follow up absences so that pupils understand the importance of good attendance. Pupils are proud of their school and are keen to move into the new building. They have shared the plans with the local community so that they can be part of the project. Pupils make a good contribution to their community, visiting nursing homes in the area, and they look forward to singing in the shopping centre at Christmas. Pupils in Year 6 are eagerly anticipating their move to secondary school and know that they are well prepared for what lies ahead.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because learning is interesting and lessons are planned to meet the needs of all abilities in the class. Adults form good relationships with their classes and this is reflected in the way pupils listen attentively and respond positively to the teachers. Good use is made of a wide variety of resources, including interactive whiteboards, and teachers encourage pupils to talk to each other to discuss their ideas. The use of information and communication technology is encouraged in a wide range of subjects and this adds to pupils' enthusiasm for learning. Teaching assistants are effective at supporting pupils with particular and additional needs so that they can be fully involved in lessons. Work in books is marked regularly and many encouraging remarks are made. However, there are not enough comments that help pupils to improve their work and reach higher standards. Some teachers rely too heavily on printed worksheets in subjects such as science and mathematics, which restricts the opportunities pupils have to record for themselves or to extend their writing skills.

Curriculum and other activities

Grade: 2

The school provides a broad and balanced curriculum, which has been successfully planned to be creative and to appeal to all groups of pupils within the school. Topics, such as the Caribbean, are very relevant to many pupils and they enjoy learning about other cultures. Much of the work comes from trips into the local area and beyond, where subjects such as history and science are considerably enriched by opportunities to visit places such as the Tower of London and an environmental science centre. Pupils are very enthusiastic about these trips and talk about those they have already been on. The school provides a wide range of clubs to enliven learning, although parents have to pay for most of these. Classes work to a flexible timetable to respond to the various themes in the creative curriculum. However, there are times when too much time in the day is allocated to one subject and pupils sometimes experience English and mathematics lessons that last too long. As a result, pupils can begin to lose interest in their work and this slows the pace of their learning.

Care, guidance and support

Grade: 2

Adults know the pupils' pastoral needs well. In particular, there is a strong understanding of the ethnic and cultural heritages of the pupils and the school makes considerable efforts to ensure that pupils from all backgrounds feel valued, safe and secure. Procedures for safeguarding pupils, and all required checks and assessments, are securely in place. Specific programmes and good links with outside agencies are used well to support vulnerable pupils and their families. Provision for pupils who find learning difficult, and for hearing-impaired pupils, is good. Their needs are accurately assessed and well-structured individual plans enable teachers and teaching assistants to help them make good progress. Teachers make good use of assessment information to identify, track and support pupils' learning needs and to set challenging targets. Pupils are gaining an understanding of how their individual targets in reading, writing and mathematics can help them to improve their work. However, targets are not always specific enough to help pupils know exactly what they need to do to improve.

Leadership and management

Grade: 2

The school's self-evaluation is good. The senior leadership team plays a significant role in reviewing the school's performance and planning for improvement. As a result, the school has made significant improvement since the last inspection, particularly in raising pupils' achievement in English, mathematics and science. Detailed tracking information underpins the regular progress-review meetings. This help support pupils at risk of underachieving and challenges those who are capable of reaching the higher levels. Teaching has improved because it is regularly monitored and evaluated by senior leaders and appropriate targets are set for improvement. Inconsistencies in the teaching are being tackled, although there is more to do to ensure a more rigorous approach to the marking of pupils' work and the setting of targets. Professional development and guidance from senior leaders have focused on helping subject leaders to play their full part in improving standards and providing good support for staff. As a result, subject leaders have strengthened provision where needed, but they know there is more to be done to ensure that even more pupils attain higher standards in writing. Governors are supportive and challenge the school to do its best for its pupils. They have been effective in helping the school to improve the accommodation for pupils. They contribute well to the community aspects of the school's work, based on an accurate understanding of what the school needs to do to promote community cohesion.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 July 2009

Dear Pupils

Inspection of Rushey Green Primary School, London, SE6 2LA

Thank you for all your help when my colleagues and I visited your school. We enjoyed talking to you and took careful note of what you and your parents had to say about the school. We were very impressed by your politeness and friendliness.

Your school gives you a good standard of education.

Here are a few of the many good things about your school.

- The work in the Early Years Foundation Stage is well organised and gives the youngest children a good start.
- You do well in your work. You learn a lot in lessons because the teaching is good and you want to do your best.
- You enjoy school greatly and behave well in lessons and around the school.
- You are well cared for by the adults in school and this helps you to feel safe.
- You take lots of exercise and know a good deal about healthy eating.
- You all benefit from the many interesting activities and experiences that the school provides for you, including the many trips and extra-curricular activities.
- The headteacher, senior staff and governors run the school well. They are clear about what needs to be done to improve the school.

We have asked the school to improve two main things:

- help some of you to do even better in your writing
- help you to understand your targets more clearly so that you know what to do to improve your work.

We hope that you will help your teachers as they work to make your school even better for you. You can help by working hard and always trying your best. We hope that you enjoy your new school building when you move in next term.

Yours faithfully

Olson Davis

Lead Inspector