

Self-Evaluation (2021-2022)

School context

- Rushey Mead Academy (RMA) is a larger than average 11-16 lead convertor academy within The Mead Education Trust with 1758 students on roll (above 80th percentile nationally).
- The academy serves a socially deprived community.
- **19.8% of the students are disadvantaged**, but this hides further poverty as many students are ineligible due to immigration status or families are reluctant to claim.
- Almost **97.7% of students come from an ethnic minority background**, the majority (73.4%) from an Indian Asian heritage. The school benefits from this ethnic and cultural diversity, with a wide range of other African, Asian and European heritages being represented within the student population.
- For **82.6%** of our students English is not their first language (NA 16.9%) and more than **51 different languages** are spoken, with Gujarati the most prevalent.
- The majority faith is Hindu but there are significant numbers of Sikhs and Muslim (20.8%) students.
- **10.5%** of the academy's population is classified as needing SEND support (NA 10.8%), and 1.1% are SENE (NAV 1.7%).
- Despite a PAN of 324, the academy is **heavily oversubscribed**, with increasing numbers of applications coming from outside city boundary. A number of new arrivals to the country join the school each year.
- Better than average **attendance** and below national average persistent absence.
- **NEET figures** are significantly below NAV.
- Attainment of students on arrival is in line with national averages. However, there is a higher proportion of students in low attainment bands and a lower proportion of high attainment students when compared to the national averages.
- The school became one of the **first 100 National teaching Schools** in 2011.
- The school is a centre for **Initial Teacher Training** (SCITT).
- [The school became one of the national Teaching School Hubs in 2021.](#)

OVERALL EFFECTIVENESS: OUTSTANDING

Quality of Education: Grade 1

Intent:

“We will provide for all our students access to the best which has been thought, said, written and created in every field of human endeavour so that they are knowledgeable, critical, enriched and well poised to lead fulfilling lives.”

STRENGTHS

- Rushey Mead Academy prides itself on its **well-sequenced broad and balanced curriculum**. There is an unwavering commitment to high academic outcomes through challenge, nurture and support. The full curriculum is taught during remote teaching. Necessary adjustments are made to curriculum sequencing when gaps are identified through effective formative assessment to ensure that any missing component knowledge is taught before the composite when the students return to school.
This is supported by parents' survey where 95.24% of parents strongly agree/agree that there are a good range of subjects available to their child.
- The purpose of KS3 is to provide students with the foundation to know the best that has been thought, said and created and written in every field of human endeavour. This then supports students to develop a **strong foundation of knowledge and skills across a variety of subjects**. It aims to be stimulating and enriching by going beyond the requirements of the final KS4 examination e.g. linking it to the most relevant research in that discipline, studying authentic texts in MFL and learning the historical context of novels in English, linking subject knowledge to world of work and its other applications.
- **Vocabulary** is built up and strengthened over KS3 with explicit teaching of key terms. Reading **high quality texts** builds, social, cultural and linguistic capital.
- The **academy actively promotes the EBacc suite of subjects** with around 75% of students being guided to study a humanities subject alongside English, maths and science. A modern foreign language is studied by the whole

cohort to GCSE, demonstrating our high expectations of all our students, irrespective of background, circumstance or prior attainment. This challenge and richness within the curriculum is further enhanced by growing and thriving arts and design subjects which all together promote cultural capital. We actively promote the take up of arts amongst disadvantaged students which can be seen in our Music Scholarship scheme which has led to the creation of two orchestras and a jazz band. Alongside strong and varied sports provision, this makes for a rich curriculum, enhancing students' lives and equipping them for life in modern Britain. For the small minority for whom an academic pathway beyond the core is inappropriate, we **access vocational courses and provide BTEC qualifications too**. A very small number also access alternative provision off site for part of their timetable, which is matched to their needs.

- Our principle of '**Educational Excellence and fulfilment**' is enacted by ensuring that students from all backgrounds and all prior attainment groups are **supported to make informed choices** of subjects and that they have high aspirations for themselves. Senior staff provide personalised support to individuals throughout the options process, supported by clear guidance and information from the careers team.
- The curriculum experience for students goes **beyond exam specifications** to ensure that it is broad and deep, **and not simply about passing exams and outcome grades. Students are exposed to contextual knowledge to provide deeper meaning** which enriches and strengthens their learning of the core knowledge that is set out in the curriculum maps and programmes of study.
- **Social justice** is a priority through the EBACC curriculum acting as a vehicle by which to address the knowledge gap between **disadvantaged students and their peers**. The curriculum promotes links between concepts and between subject disciplines to support students in making connections and developing schemata. The curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of **students with SEND** by developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. For example, several vocational BTECs are offered alongside a variety of GCSE subjects so that all interests are met. This sits alongside Cambridge Nationals, Entry Level and Functional Skills for students who are still working at Level 1 or below as they enter KS4. This ensures that all students regardless of contextual challenges, leave Rushey Mead Academy with at least one qualification and they make progress which is above national average.
- The curriculum has been **mapped across all subjects** which has, where appropriate, enabled common knowledge links between different disciplines to be identified. This has informed leaders where they can work together to reinforce shared knowledge, skills and topics.
- Integrated Professional Learning (PL) time has been dedicated to reflecting on the curriculum to ensure it is coherently **planned and sequenced** which allows the **component knowledge** to be mastered before the **composite aim** is met. This means that over time sufficient knowledge and skills are cumulatively gained for future learning and employment.
- Subject leaders have given careful thought to the **sequencing of topics** to ensure that new knowledge and skills build on from solid prior learning in a coherent manner.

Implementation:

At Rushey Mead, there is a shared ethos of going the extra mile for the students and a palpable culture of continuous improvement.

Regular learning walks, subject reviews and external Challenge Partner peer reviews with other schools, show that the implementation of the curriculum over time enables all groups of learners to make sustained progress as detailed in the impact section. This results from a variety of factors: well-qualified, sound subject knowledge; a shared understanding of what makes great teaching; a stable and capable workforce; high expectations; collaborative professional development; high quality subject leadership; a well-planned and rich curriculum; curricular and pedagogical decisions informed by well-tested research; a determination to build knowledge and enable its retention and application.

STRENGTHS

- Following external input from thinkers, writers and researchers such as Christine Counsell and Tom Sherrington, the key focus has been curriculum development. Subject leaders have been given the **time and autonomy to develop their curriculum** through integrated PL days dedicated to the curriculum across the whole school and within their own subjects. Staff have worked in subject teams to **discuss and analyse their curriculum and to revamp and revisit its content anew** and this is overseen by senior leaders who are experts in those subjects in

most areas of the curriculum. The Academy is also working with other schools across the Trust to discuss curriculum content and structure. This has ensured that the **work given to students**, over time and across the school, **consistently matches the aims of our curriculum** and that it is being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Student learning is supported by **strong, quality first teaching in the classroom** with an emphasis on **direct instruction based on Rosenshine's 2012 research – Rushey Principles of Instruction**. **Teachers are highly effective** as shown by the **outstanding outcomes** in the vast majority of subject areas. Internal and external quality assurance processes show that almost all teachers have excellent subject knowledge and deliver well planned lessons which respond to student needs. The overwhelming majority are also highly adept at different types of questioning (whole class questioning, individual questioning, cold-calling, dialogic questioning) to elicit and **test knowledge and uncover misconceptions**.

This is also supported by the student's survey (2021) where 95.49% said that the teachers help them to take part in lessons, to ask and answer questions and show their understanding.

- To ensure **high quality teaching during school closures or self-isolation**, teachers have been trained during PL Mondays using research from the Education Endowment Fund, to deliver high quality **remote lessons** which also follows the Rushey Principles of Instruction. This is quality assured by SLT and Subject Leaders to ensure that remote education remains of a high standard which minimises gaps in student learning so that they are able to re-integrate back into school learning with confidence. **Engagement is monitored** during any periods of remote teaching and effective interventions and sanctions are in place to ensure that gaps in learning are minimised and parents are supported through effective communication channels. The medium (MS Teams) for remote education enables all students to access lessons and learn whether they are pre-recorded or live. This is further facilitated by the **distribution of laptops to all disadvantaged** students who need one.

This was supported by the student's survey (2021) where 91.41% said that teachers helped them to carry on with their learning and 91% said they were supported well, when the school was closed or when they had to self-isolate.

This was also supported by the parent's survey (2021) where 92.67% of parents said that the school responded well to teaching their child and 91% said that the school provided effective support when their child had to self-isolate or when school was closed.

- During school closures, vulnerable students including SEND are given a one to one mentor where possible and they are expected to be on school site so they can be given the necessary support both academic and pastoral. This has ensured that they are safeguarded and that the provision is purposeful and accessible.
- The use of **active circulation and questioning** allows for the **identification of those who are struggling** with support being put in place to enable them to catch up. Annotated seating plans lead to high degree of awareness of pupil need and timely interventions and feedback.

This is supported by the parent's survey 93.78% of parents strongly agree/agree that their child receives advice and feedback about their work which helps them to improve.

Where **teaching does not meet expectations**, teachers are placed on an informal supportive plan with the head of faculty (HOF) in the first instance and escalated to a Teacher Development Plan (TDP) if further intervention is required. This has been highly effective as most teachers improve by working with colleagues and the Head of Faculty and do not need to be escalated to a TDP. Those who have had a TDP, most improve and are successful in meeting Rushey expectations. In 2020/2021 there was one member of staff on a TDP and this person left.

- **Subject knowledge and pedagogy** is being improved all the time by engaging with research and further developed through our integrated PL time. Teams work together within subjects and across to further improve subject knowledge and identify common misconceptions and ways to address these in upcoming schemes of work. This is overseen by senior leaders who are either already subject experts or have improved their knowledge if outside of their specialism by engaging with key subject think pieces and extensive reading.
- **Behaviour for learning** is embedded and well promoted in all lessons as evidenced by the quality assurance processes. There are clear expectations which are taught to students and consistently applied by teachers leading to positive behaviour for learning habits. These are actively promoted through assemblies, parent meetings and tutor times. Relationships between staff and students are excellent which leads to highly successful learning and outstanding outcomes.
- **Work scrutiny and lesson walks** demonstrate that staff are confident in **adapting teaching strategies to match the specific needs and abilities** of individual and groups of students and present subject matter clearly. These

termly quality assurance cycles ensure that teaching, learning, implementation of the curriculum and assessment are effectively scrutinised, evaluated, moderated and inform teaching going forward.

- The overwhelming majority of teachers are adept at using **effective assessment strategies**, both formative and summative and giving **precise and critical feedback in a variety of formats**, with **verbal feedback** being the key to the timeliest improvements. Dedicated time is also given for students to act on feedback with which most students engage, thereby leading to improved progress over time that is clearly evidenced in students' work. The vast majority of teachers show through the school's quality assurance work, that they can use **information gleaned from assessment effectively to plan in that instant and for future learning**.
- Assessments have been **reviewed and redesigned** a number of times over the last few years to ensure that they effectively help students to embed and use knowledge fluently, assess whether the curriculum has been learnt and understood and identify gaps so that the information can be used to inform next steps in learning and curriculum sequence. The assessments are designed to ensure that the teachers have a detailed, clear idea about student strengths and areas of weakness, without adding to their workload.
- **Memorisation strategies are taught explicitly** through assemblies, tutor times and lessons. For example, the Rushey Principles of Instruction explicitly outline the importance of revisiting knowledge over time. Faculties consider this carefully in their own subjects and devise subject specific approaches to ensure that knowledge is retained. Knowledge organisers are used to identify key information to be memorised, as a minimum. Memorisation strategies are also taught to parents so that they can support their child at home.
- Embedding of knowledge is supported through **active teaching of spaced learning strategies and retrieval practice** to ensure that the knowledge that is learnt is embedded into their long term memory. Content is revisited throughout lessons and new learning is linked to previously learning so that students see connections. Low stakes testing is a regular part of learning and knowledge organisers support students to master the minimum, but learning is not limited to this.
- Factual knowledge, where appropriate, is **expected to be memorised**, so that students can **retrieve it automatically** and apply it in new situations without being limited by cognitive load. **Schemata** is actively developed by making links explicit and allowing students to forge connections between different concepts and ideas.
- Work in books and talking to the students during monitoring and evaluation cycles, show that the vast majority of students take great pride in their work, they want to achieve highly, they want to be challenged, they are interested in learning and that teachers have high expectations of students' attitude to learning, all leading to outstanding outcomes over time in the vast majority of subjects.
- Quality assurance processes have shown a variety of **purposeful homework tasks** are set: learning content from knowledge organisers, consolidation, retrieval practice and memorisation, which all help to accelerate progress and deepen learning, however this is not consistent in all subjects for all students including SEND and EAL.
- A qualified librarian leads the library and reading provision across the school. Students also read at least once a week during tutor time. Books are available in the library, each classroom and in breakout areas. Disadvantaged students have their reading monitored by Pupil Premium Champions in each year group and it is actively promoted. Library loan data is scrutinised regularly to target groups who are not reading at pace and invited to the library to re-boot reading. Book stock is ambitious, current and varied to ensure it appeals to all levels and interests.

Impact:

RMA achieves outstanding outcomes for students in terms of **attainment and progress** as compared to national averages. The headline value added score has consistently been outstanding for many years. In 2015 the school achieved a **VA Score of 1,025.7**, putting it in the **top 13%** of schools nationally and in 2016 the school achieved a **Progress 8 Score of +0.48** placing it in the **top 7%** and in 2017 an **outstanding score of +0.75 was achieved, which was the highest in the City and placed the school in the top 5% nationally and the success continued in 2018 with the same score. This placed the school in the top 5% and was recognised by Nick Gibb in a letter:**

'Your school's Progress 8 score on 0.75, which is well above the national average, shows that you are amongst the top 5 per cent of state-funded mainstream schools in terms of the progress your pupils make between key stage 2 and the end of key stage 4, using the Progress 8 measure.

With 96 per cent of your pupils entered for a language GCSE in 2018, your school is in the top 4 per cent of all state-funded secondary schools in the country. Your school's language GCSE entries means you are providing pupils with a firm foundation in linguistic knowledge, as well as broadening their horizons and enabling them to embark on further study.'

The already outstanding results were exceeded in 2019 with an excellent progress score of +0.96 and this trend continued in 2020 achieving a progress score of +0.83 (against SISRA Data Collaboration Data) and again in 2021 +0.92.

In 2017, 2018, 2019, 2020 and 2021 for the vast majority of subjects, the 9+, %7+, %5+, 4+, %A*-As %A*-Cs, and levels of progress were all equal to or higher to the national averages and in many cases quite significantly, showing outstanding attainment and progress. In many subject's outcomes are exceeded year after year.

Students with special educational needs and disabilities (SEND) made good progress across nearly all subjects.

In 2019:

Progress 8 Score for SENK (27 students) was in line with national average of zero and well above national average for SENK students nationally.

The proportion of SENK students achieving the standard pass 4+ in BASICS was lower than that achieved in 2018 24% compared to 15% in 2019. This pattern is the same for 5+ BASICS, reducing from 15% in 2018 to 7% in 2019.

Overall attainment and progress of SEND students remains an area for improvement.

2020 CAGs:

Progress 8 Score for SENK (27 students) was above the national average of zero at 0.14 and well above national average for SENK students nationally.

The proportion of SENK students achieving the standard pass 4+ in BASICS was higher than that achieved in both 2018 (24%) and 2019 (15%) with 44.4% of SENK students achieving BASICS 4+. This pattern is the same for 5+ BASICS, with 18.5% in 2020 compared to 15% in 2018 and 7% in 2019.

Overall attainment and progress of SEND students remains an area for improvement.

2021 TAGs:

Progress 8 Score for SENK (34 students) was in line with national average of zero and well above national average for SENK students nationally.

The proportion of SENK students achieving the standard pass 4+ in BASICS was 44.1%, similar to 2020 and higher than that achieved in both 2018 (24%) and 2019 (15%). For BASICS 5+, 26.5% SENK students in 2021 achieved this threshold which is significantly higher than previous years (18.5% in 2020, 15% in 2018 and 7% in 2019).

Overall attainment and progress of SEND students remains an area for improvement.

The intelligent and effective use of data to track, monitor and evaluate standards and progress, against a variety of key accountability measures, across the whole school ensures outstanding outcomes. It enables the school to be alert to the progress and attainment of key groups to enable interventions at whole school, subject, pastoral, teacher and student level, without being workload intensive. For example, there are only two data drops in years 7 and 8 and 3 in years 9, 10 and 11.

HISTORICAL DATA			
Headline measures			
2018	2019	2020 (SISRA Data Collaboration Data)	2021
Progress 8 all: +0.75 sig+ Progress 8 DA: +0.7 sig+ Progress 8 SEND: +0.2 Progress 8 HPA: +0.8 sig+	Progress 8 all: +0.96 sig+ Progress 8 DA: +0.73 sig+ Progress 8 SEND: zero Progress 8 HPA: +0.84 sig+	Progress 8 all: +0.83 sig+ Progress 8 DA: +0.41 sig+ Progress 8 SEND: +0.15 sig+ Progress 8 HPA: +0.74 sig+	Progress 8 all: +0.93 sig+ Progress 8 DA: +0.23 Progress 8 SEND: -0.12 Progress 8 HPA: +0.87 sig+
Attainment 8 – 53 above National average 44.26	Attainment 8 – 54 above National Average	Attainment 8 – 54 above National Average: N/A	Attainment 8 – 54 above National Average: N/A

Basics all 4+: 74% (NAv. 64%) Basics all 5+: 55% (NAv. 43%)	Basics all 4+: 73% (NAv. 64%) Basics all 5+: 60% (NAv. 43%)	Basics all 4+: 76% (NAv. 2019 64%) Basics all 5+: 60% (NAv. 2019 43%)	Basics all 4+: 74% (NAv. 2019 64%) Basics all 5+: 57% (NAv. 2019 43%)
EBacc achievement 4+: 49% EBacc achievement 5+: 35%	EBacc achievement 4+: 55% EBacc achievement 5+: 42%	EBacc achievement 4+: 56.4% EBacc achievement 5+: 43%	EBacc achievement 4+: 53.2% EBacc achievement 5+: 37.3%
EBacc entry: 63%	EBacc entry: 71%	EBacc entry: 68%	EBacc entry: 71%
EBACC APS: 5 (Nav. 4)	EBACC APS: 5.2 (Nav. 4)	EBACC APS: 5.12 (2019 Nav. 4)	EBACC APS: 5.15 (2019 Nav. 4)
Subject attainment on the whole for %7+s and %4+s higher than NAv.	Subject attainment on the whole for %7+s and %5+s higher than NAv.	Subject attainment on the whole for %7+s and %5+s higher or equal to NAv.	Subject attainment on the whole for %7+s and %5+s higher or equal to NAv.
Ranking: Top 6%	Ranking: Top 1%	Ranking: Top 1%	Ranking: Top 1%

GRADE 9s

2019

Similar to 2018, one student in particular achieved all grade 9s in the subjects; one of a minority nationally (only 837 students nationally).

The percentage of students achieving grade 9s in Biology, Chemistry, Physics, Drama, French, History, maths, PE, Product Design, RE and Double science **was above their corresponding national average.**

The percentage of students achieving a grade 9 in Art, Computing, English Language & Literature was in line with the national average.

Increases in grade 9s from 2018:

English literature doubled the number of grade 9s.

History more than tripled the number of grade 9s.

RE more than doubled the number of grade 9s.

French quadrupled the number of grade 9s.

Maths achieved a staggering 42 grade 9s, which was a massive improvement from last year when they achieved 26.

Science between them achieved 65 grade 9s and exceeded their record of 62 in 2018.

14 students achieved 5 or more grade 9s in their GCSEs in 2019 compared to 11 last year.

GRADE 9s

2020 results (COVID-19- CAGs)

Similar to 2019, one student in particular achieved all grade 9's in the subjects; one of a minority nationally.

The percentage of students achieving grade 9s in Photography, DT, Biology, Chemistry, Physics, Drama, French, maths, Science Double **was above their corresponding national average.**

The percentage of students achieving a grade 9 in Art, Business Studies, Computer Science, English Language, Geography, History, English Literature and RE was within 5% of the national average.

Photography has gone from no grade 9s last year to 4 which is 10% of their cohort.

Business Studies has gone from no grade 9s last year to 2 in 2020.

Design Technology and Drama achieved a similar the percentage of grade 9s in 2020 to their 2019 percentage.

Computing, English Language, French, and Double Science all showed small improvements in their number of grade 9s.

Geography improved from 2.4% grade 9s in 2019 to 5.3% in 2020.

Science have exceeded their last year's record by achieving 71 grade 9s between their subjects.

9 Students received 5 or more grade 9 GCSEs
One student received grade 9 in all subjects.
In total, a massive 186 grade 9s were awarded to our students.

GRADE 9s

2021 results (COVID-19 - TAGs)

There was an increase from 1 student in 2020 to 3 students in 2021 who achieved all grade 9s in subjects.

The percentage of students achieving grade 9s in Art, Photography, Biology, Business Studies, Chemistry, Computer Science, Design Technology, Drama, English Literature, Food, French, Maths, PE, Physics and Science Double **was above their corresponding national average (2021).**

The percentage of students achieving a grade 9 in English Language, Geography, History and RE was within 5% of the national average.

Art has gone from less than 5% grade 9s in previous years to 13%.

Photography continued to improve with 12% grade 9s compared to 10% in 2020.

Business Studies improved greatly from previous years from a change in management with 14% grade 9s compared to 2% in 2020.

Computer Science also made huge improvements with a change in management, achieving 13% grade 9s compared to less than 5% in 2020 and 2019.

Design Technology doubled their grade 9 % compared to 2020 and 2019 with 10% in 2021.

Drama achieved a similar percentage of grade 9s in 2021 to their 2020 and 2019 result.

English Language and English Literature both improved their grade 9s in 2021 compared with previous years, English Literature especially, doubling previous grade 9 achievements with a change in setting and a focus on HPA students.

Food achieved their first ever grade 9s with 15% of the cohort achieving the highest grade!

Geography achieved similar grade 9s to 2020.

History achieved their best ever performance at grade 9s with 7% achieving the top grade.

Science have exceeded their last year's record by achieving 116 grade 9s between their subjects.

Maths improved on 2020 (10%) to achieve 13% grade 9s in 2021.

PE achieved their best ever grade 9 % with 33% of the cohort getting the top grade!

30 Students received 5 or more grade 9 GCSEs

In total, a massive 305 grade 9s were awarded to our students.

STRENGTHS

- **Students develop detailed knowledge and skills across the curriculum** and as a result, achieve outstandingly well. This is reflected in results from national tests and examinations which exceed government expectations and national averages. This demonstrates the impact of the strong curriculum as it ensures that students' achievement across the curriculum is consistently of a high quality.
- **Reading forms an integral part of the tutor time programme**, with a session dedicated to reading every week. During this time, students read privately; share a novel as a whole class or listen to audiobooks; the library is led by a dedicated librarian who leads whole school reading initiatives by working closely with tutors and faculty heads. With English in particular, students have at least one session per half term in the library where they update their book borrowing, listen to book talks and write book reviews. Teachers use their knowledge of both student ability and reading taste to ensure that **books chosen are suitably rich and challenging**. Throughout the year, we hold several reading events with visits from authors; book swap fairs; reading competitions; and awards for our most prolific readers.
- **Progression to further education** has been a notable success for many years with year on year **NEET** percentage averages at around 1.5% which is significantly below national average and better than the city average, this is a testament to the high quality **careers education** received at the school from year 7. Where students who look

vulnerable to being NEET, appropriate support is in place. All aspects of post-16 provision are made known to students through a **high quality, impartial careers guidance** which helps pupils to make informed choices about which courses suit their academic needs and aspirations. The low levels of NEET show that students have the knowledge and skills they need and gain qualifications that allows them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

This success carries on into their futures with the NEET figures for our disadvantaged students being consistently low at less than 8%. **NEET figures are the lowest in the city**, year on year. The proportion of student participating in education, employment or training after leaving Rushey Mead is 99% each year, with only 1 or 2 students each year not participating due to their individual, complex set of needs and circumstances.

- We define **progress as an alteration in long term memory**. Progress is knowing more and remembering more **over time**, but also relates to the complex performance of a skill, drawing on what is already known. We understand that what progress looks like in each subject is unique to that subject. Subject specialists are trusted to outline and define a meaningful way to assess and identify progress and are **challenged to justify this through supportive line management conversations and quality assurance processes**.
- The **repeatedly strong outcomes of our disadvantaged students** demonstrate Rushey Mead Academy's impact on **social mobility and social justice**. Our students from disadvantaged backgrounds have the same access to our curriculum and their attainment and progress outcomes are significantly better than non-disadvantaged students nationally. Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learn so that Rushey Mead students from disadvantaged backgrounds achieve and succeed whilst in our care. Having said that, the progress of disadvantaged students has been negatively impacted by the pandemic despite our best efforts of providing all students with the best quality remote education. Plans are in place to ensure that gaps are diminished.

SIP PRIORITIES Quality of Education

INTENT

- To identify gaps in student learning as a result of Covid19 and use this to review the curriculum content and sequence of teaching.
- To ensure students use advanced, subject-specific, professional and technical vocabulary in lessons and around school.
- To scrutinise and evaluate the curriculum to ensure that students are taught about diversity in all of its forms in order to improve their sense of identity and belonging, raise attainment and improve social cohesion.
- To continue to ensure that curriculum sequencing and design meets the needs of all students, including DA, SEND, NTE/EAL, boys and high prior attaining students so that they have strong outcomes and their needs are met through effective quality first teaching.
- To continue to review the content, structure and coherence of the curriculum narrative to ensure component knowledge builds up to the composite and that assessments measure the progress through the curriculum.
- To continue to scrutinise and evaluate the curriculum to ensure that students are authentically taught about diversity where there are opportunities in the curriculum, leading to an improved knowledge of the world, as well as their sense of identity and belonging.

IMPLEMENTATION

- To engage with Instructional Coaching so that every teacher is an exceptional teacher.
- To improve outcomes by continuously improving reading and vocabulary.
- To enable students with lower reading fluency and those who are new to English to improve their reading and access the curriculum through the implementation of Direct Instruction.
- To ensure that teaching is optimised through blended learning during any period of school closure.
- To continue to improve quality of homework, so that it is purposeful and accessible to all.
- To continue to embed the Rushey Mead Principles of Instruction so that there is a consistent approach in the implementation of the curriculum, based on Rosenshine's Principles of Instruction and other key pieces of research.

- To ensure students are able to memorise and recall knowledge and key concepts so they know more and remember more over time.
- To embed sophisticated texts to read in lessons, and to promote reading and listening for enjoyment so that students are able to access demanding texts in all subject areas.
- To embed evidence-informed strategies to help students learn over time, utilising the work of the Learning Scientists
- To introduce and embed regular learning walks to give a senior leaders and middle leaders a live and ongoing picture of behaviour as well as the enacted curriculum in the classroom, so teachers can be supported to teach as best they can.

IMPACT

- Continue to reduce NEET figures for DA students by ensuring high quality careers provision is embedded from year 7.
- Despite the fact that boys progress is outstanding and better than boys nationally, there is an in-school gap which needs to be addressed through consistent quality first teaching?
- Despite the fact that HA students achieve outstanding progress 8 scores, we want to ensure it is a pattern over time and in all subjects.
- To maintain a focus on the achievement of NTE students and ensuring the curriculum meets their needs.
- Utilise Direct Instruction to ensure the students who are NTE can access the curriculum and their outcomes improve.
- To continue to improve the progress and attainment of SEND students by improving reading fluency through Direct Instruction and by teachers learning and implementing subject specific strategies to support SEND learners.
- Despite the fact that DA student achievement compares favorably to national data, we continue a focus to diminish gaps between the achievement of **disadvantaged students** and others, with the implementation of our multi-layered plan of action. Particular attention will be made to the impact of Covid19 school closures so that disadvantaged students are not further disadvantaged.
- Through ongoing, rigorous conversations about curriculum, assessment and the enacted curriculum in the classroom, support HOFs in evaluating and reviewing the implementation of the curriculum, so that it has the highest impact on student outcomes.
- To support outstanding progress over time through the continuous revisitation of strategies which help students to learn well.

Behaviour and Attitudes: Grade 1

Students feel safe, nurtured and supported. The academy is a **highly vigilant community** and knowledgeable about all aspects of safeguarding, following procedures meticulously.

STRENGTHS

- Internal and external quality assurance processes show that in all lessons, most students display **very positive attitudes to learning** and are committed to their education. Most are persistent in the face of difficulties which is promoted through our **Rushey 1-2-3; Rushey 1 Be Kind, Rushey 2 Work Hard, Rushey 3 Develop your whole self**. Rushey 2 expects students to show grit, determination and resilience and not to give up. When students do struggle, the school's pastoral systems and individual teachers take swift and highly effective action to support them.
- Behaviour logs show the overwhelming majority of students to be **keen learners who thrive on challenge**, high expectations and well-structured lessons.
- **Attendance** is outstanding and better than average 95.7% attendance, as compared to 94.3% nationally (based on autumn 2020 figures- Government changed this due to lockdown). Attendance remains above national average throughout the pandemic due to effective pastoral intervention and support.
- **Persistent absence** is below NAv. **12.4%** of students classified as persistently absent as compared to **16.3%** nationally (2020/21 Autumn figures). A significant element of absence is due to extended visits to the Indian subcontinent for family and religious reasons, despite stringent discouragement.

- Persistent absence is below national average, demonstrating how much students enjoy school. Some students with very complex needs have a **bespoke package of support to encourage and improve attendance and engagement** – a multi-agency approach for some young people and families is necessary to develop the most appropriate approach and result in the best outcomes for the young person. However, the pandemic has negatively impacted as some parents have been too anxious to send in their children as many live with elderly grandparents. We have also seen a significant increase in the number of students dealing with mental health issues which has impacted the attendance figures as well as the lack of deterrent from the local authorities as would be the case usually to help get students back into school.
- Attendance of disadvantaged students also compares well to national average at 93.5% in the 2019/2020 academic year.
- **Fixed Term Exclusions** is significantly **below the national average for all measures** and groups, with only two permanent exclusions for the past twelve years.
- An extensive amount of work has been done with staff to create the ethos of **‘Together, Stronger’**. This has helped **manage student behaviour effectively** and to embed a **culture of consistency**. Everyone knows what is expected through training and induction which ensures **clear routines across the school**. The direct impact of this has included improved clarity of expectations for both students and staff, fewer issues with uniform, equipment, ID badges, improved behaviour, fewer challenges and more compliance. Overall, the staff have felt empowered to **enforce school rules to ensure outstanding levels of behaviour** are maintained. This has ensured that teachers are supported to simply teach and not be distracted by negative behaviour. This was supported by our parent survey (2021) where 96.33% strongly agreed/agreed that behaviour in lessons allows their child to learn effectively.
- The school has an embedded **Behaviour for Learning system** across the school with a clear **consequence system (C1 to C5)** which supports teachers and students to create the best conditions for learning and minimise low level disruption. All incidents, from low level to more serious, are logged with patterns interrogated and followed by the experienced pastoral and SEND team. This results in improved behaviour over time for many individuals.
- A comprehensive, **tiered Behaviour Report system** ensures that there is a multi-layered approach which promotes communication between key staff and improves intervention so that it is personalised and reflects the nature of the issue.
- **Rewards system** is designed to recognise positive behaviour by providing a positive and rewarding culture which permeates all aspects of school life which enables students to thrive. Student successes and efforts are recognised through meaningful and positive rewards, which builds their self-esteem and confidence. The Rushey Rewards system looks to develop students not only in terms of academia but also their wider self through a three strand approach called the ‘Rushey Way 1-2-3’ - Be Kind, Work Hard and Develop your Whole Self.
- Behaviour around the school in both structured and unstructured time on the whole is commendable and uniform is worn with pride, showing the student’s positive attitude to the school. However, there have been some behavioural issues with the misuse of mobile phones in and around school, so devices will be fully banned going forward.
- The number of bullying incidents fluctuate during the course of the year, but decline quickly after the students first year at Rushey and continue to fall over the 5 year period at school showing how students embrace RMA values and ethos over time, making for a cohesive community. Students are **knowledgeable about bullying in all its forms** through the education they receive at the school during tutor time, assemblies and the curriculum. This all aims to ensure that students consistently show high levels of respect for other. This was supported by our parent and student survey (2021).
- Students are confident about seeking help from the pastoral team as they are trusted. **Bullying, aggression, discrimination and derogatory language incidents** are rare and when they do occur, they are resolved positively with the help of families and other agencies as appropriate, therefore students feel safe at school as shown by student and parent surveys. Behaviour logs show that repeat incidents are dealt with effectively.
- The culture of kindness is promoted through **Rushey 1 Be Kind** and the rewards system which leads to bronze, silver and gold certification.
- **Vast majority of students (average 97%) are punctual**. Where there is a problem, students are highlighted for interventions and challenged by the Inclusion Team on the gate, Student Support and also the Attendance Officer. Parents receive texts home and students receive a consequence for three lates in a week. Those students who are regularly late are challenged daily and are expected to make the lost time up in school at break, lunch or

afterschool. Students, parent and carers are regularly reminded of how important attendance is and the effect of lateness on the student's outcomes at GCSE.

SIP PRIORITIES Behaviour and Attitude

- To continue to embed 'Together, Stronger' and Rushey 1-2-3 so that we all have a consistent approach which leads to consistently exceptional behaviour and an exceptional culture in every area of school.
- To ensure that the new no mobile phone policy is implemented consistently.
- To implement the 'In-faculty Removal' protocol consistently to improve behaviour and reduce consequences.
- **To implement the In-Faculty Response procedures** to ensure that there are opportunities to deescalate and reflect and thereby improve behaviour.
- To promote positive manners to students by implementing Rushey SMART.
- To review punctuality policies and procedure to ensure that it is fit for purpose.
- To implement on the day detentions to ensure it acts as a deterrent and is more impactful.
- To continue to review C3/C4/C5 provision to ensure it is a deterrent and helps to reduce those behaviours which are below expected standard and continue to embed the culture of restorative justice.
- To continue to identify trends and patterns in behaviour across the spectrum so that actions can be targeted for maximum impact and improve behaviour.
- To analyse absence information and continue to implement intervention strategies to reduce persistent absence and improve attendance.
- To continue to monitor and improve attendance for FSM and SEND students and ensure attendance in all year groups is well above national average, particularly due to the impact of Covid19 school closure.
- To ensure that the behaviour strategies and procedures being implemented are having an impact in reducing fixed-term and internal exclusions, particularly for FSM and SEND students.
- To reduce the number of C5s internal exclusions through effective assertive mentoring.
- To continue to implement the reward system so that it continues to encourage positive learning behaviours.
- To ensure all alternative provision is a suitable and safe placement that will meet students' pastoral, academic/vocational/technical and, if appropriate, SEND so that it is fit for purpose and that our policies and procedures meets Ofsted expectations.

Personal Development : Grade 1

Opportunities for personal development abound so that students are ready to take their place as informed citizens in modern Britain. **British values** are a daily lived reality in the academy with arts events further embedding values and enabling **artistic and creative expression** in all its forms. Safeguarding is the highest priority and expertly managed by skilled staff, the **Prevent** agenda falling with this remit.

STRENGTHS

- **Spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values** is at the heart of the school's work through the curriculum, through every day interactions, through assemblies, through school expectations and through our vision and values. This is woven into the fabric of RMA at all times.
- **SMSC** is well integrated within the curriculum. Seating plans ensure that students sit and work with others, rather than those just from their friendship, ethnic or religious group; moral dilemmas arise in relation to many subjects and are thoughtfully exploited; assemblies as well as RE lessons afford time for spiritual reflection in line with the school's guidance from the local SACRE board.
- Staff training and development on safeguarding, behaviour and safety, health and well-being are regularly updated and evaluated to ensure that new initiatives and statutory requirements are implemented. **Bespoke CPD training is provided to build staff confidence and expertise regarding Prevent, radicalisation, county lines, CSE and FGM.**

- Students have a highly developed sense of the risks and opportunities attendant with use of **social media** through assemblies, tutor programme and the curriculum. The positive use of **technology** where appropriate for learning underlines this with the academy's active use of online platforms for learning.
- Through an effective **relationships and sex education** and well-resourced curriculum which was developed as an early adopter school, the students have a sound understanding of healthy relationships.
- Through the **strong pastoral support** and work in the curriculum, particularly in Citizenship and Stop the Clock days, students have an enhanced understanding of **keeping themselves safe and healthy** and can explain accurately and confidently how to do so. **Mental wellbeing** is actively talked about and promoted through assemblies and tutor time and students are signposted for help when necessary and supported through the strong pastoral system.

This was supported by our student's survey (2021) where 93.92% of students strongly agreed/agreed that the school encourages them to look after their emotional and mental health and the vast majority said that there was an adult at school who they could talk to if something was worrying them.

- **Progression to further education** has been a notable success for many years with year on year **NEET** percentage averages at around 1.5% which is significantly below national average and better than the city average, this is a testament to the high-quality **careers education** received at the school from year 7. Where students look vulnerable to being NEET, appropriate support is in place. All aspects of post-16 provision are made known to students through a high quality, impartial careers guidance which helps pupils to make informed choices about which courses suit their academic needs and aspirations.
- Our **strong PSHE and careers programme** supports students in each step of the process of making choices for KS4, and beyond so that they are **prepared for future success in education, employment or training**. Through careers events, personalised support with applications, mock interviews with employers, presentations from employers and external visits, work experiences, our students are exposed to a wide variety of opportunities to develop an understanding of the options available to them in their future career pathways. Independent careers information, advice and guidance is promoted from year 7 through the Careers Office and Careers Library.

This was supported by our student's survey (2021) where 88.51% of students strongly agreed/agreed that the school provides them with information about their next steps (For example: moving year group or school, choosing qualifications for the future, going to university or other education and training options like apprenticeships, or finding a job).

This was supported by our parent's survey (2021) where 91.57% parents said the school supports their child's wider personal development.

- The school and staff are dedicated to promoting the personal development of students through the rich set of experiences offered through our **extra-curricular programme**. This provides opportunities to students to develop a wide variety of skills including leadership, team building, communication, problem solving and creative. This is achieved through a wide spectrum of clubs and events such as performing in the arts, competing and participating in competitive sport, Duke of Edinburgh, charity work, participation in external competitions, public speaking, choir, musical clubs and many more. This is **promoted through the Rushey 3 (develop your whole self) Passport** which leads to an annual graduation ceremony.

This was supported by our parents survey (2021) where 76.92% strongly agree/agree that their child takes part in clubs and activities at school. (Impact of Covid 19 – 19.41% parents said that their child did not take part in clubs and activities because of the pandemic).

- Students are provided with opportunities to participate in a wide variety of national and international trips to **broaden their horizons and increase cultural capital**. Some of these include, World Challenge, Bradgate Park, National Space Centre, Hunstanton, Plas Gwynant, France and Bletchley Park.
- There are a wide range of activities that take place which promote **health and fitness** including a huge variety of sports club, fixtures and healthy food options in the restaurant.
This was supported by our student's survey (2021) where 93.23% of students strongly agreed/agreed that the school encourages them to look after their physical health.
- **British Values** are promoted through various avenues so that students are prepared for modern life in Britain. E.g. **Rule of Law** – Rushey Way, Knife Crime assembly, copyright laws in computer science, laws related to drugs, crime and discriminations through PHSE; E.g. **Democracy** - student council, mock elections, year 9 Stop the Clock session on democracy and voting; E.g. **Individual Liberty** –discrimination laws studied in Business Studies, English explores discriminations and its effects in texts, MFL looks at cultural differences and

acceptance, LGBT studied through tutor time and assemblies used to challenge bullying and celebrate diversity; E.g. **Mutual Respect and tolerance** – different religions studied through RE, homophobia, bullying, freedom of speech explored in Citizenship, in history students study the Anti-bullying charter, in PHSE students are taught about extremism and PREVENT and assemblies used to raise awareness about the Holocaust, in Stop the Clock, students taught about sexual harassment and racial equality.

SIP PRIORITIES Personal Development

- To continue to enhance the extra-curricular provision so that all students develop their whole self through a variety of opportunities.
- To continue to provide rich experiences in a coherently planned way through extra-curricular activities which considerably strengthens the school's offer both when students are in school and during school closures.
- To ensure RMA meets all of the Gatsby benchmarks in spite of Covid, so that students follow post-16 pathways which are appropriate to their starting points and meets their needs and aspirations, thereby reducing NEET, particularly for DA students.
- To continue to develop students through the PHSE, SMSC and BV curriculum.
- To continue to improve tutor time provision so that it is purposeful and actively contributes to students' wellbeing and academic progress.
- To ensure that all groups of students, including disadvantaged and SEND students, participate equally in the extra-curricular opportunities. This will be monitored through the Rushey 3 Passport data.
- To ensure that students are aware of the protected characteristics as defined by law and welcoming of diversity in all its forms.
- To develop an age-appropriate understanding of healthy relationships, including consent and sexual harassment, through appropriate relationship and sex education.
- To ensure students understand the different forms of sexual harassment and abuse and thereby raise awareness of issues surrounding this.
- To promote positive manners to students by implementing Rushey SMART.

Effectiveness of Leadership And Management: Grade 1

The academy has a history of success in teaching, student outcomes and leadership development, this success culminated in the award of Teaching School in the first round of schools to achieve this status. The school converted to an academy as the lead school in the TMET in November 2015. The school has many accredited SLEs in many key curriculum areas.

STRENGTHS

- Clear and thorough **Guiding Principles** have been developed to provide a framework for school improvement.
- The leadership team is **fiercely ambitious for each student** and is committed to improving the life chances of the most disadvantaged in particular. This is demonstrated by setting targets well beyond national standards and designing an aspiring EBacc curriculum. Every child is expected to leave with a qualification. This was echoed in the parent survey (2021) where 94.87% of parents strongly agree/agree that the school has high expectations for their child.
- Professional discussions where leaders challenge each other about the coherence and sequencing of the curriculum maps has enabled subject specialists to critique the curriculum and identify what should be taught, what should go where and when it should be taught. This has been made possible through the integrated **Professional Learning days and collaborative planning meetings**.
- Professional Learning days have been used to **develop subject knowledge by sharing expertise** within the department and across faculties. E.g. maths in geography and science. This can be seen during lessons where students gain **high quality knowledge within their subjects**, which is applied successfully.
- **Workload and staff wellbeing** is monitored through effort vs. impact analysis, wellbeing committee and staff surveys and necessary actions are put into place to ensure we have a happy workforce which is an essential part of our Guiding Principles. Workload and wellbeing surveys (2021) completed by the Trust have shown that the vast majority of staff (96%) felt proud to tell others that they are part of Rushey Mead, 95% said the school

is managed well, 84% confirmed that they can rely on their line manager to help out with a work problem, 95% said they are trusted to carry out their job effectively. Whole class feedback is encouraged to reduce workload and ensure more timely feedback. Centralisation of data analysis has meant that no teacher time is wasted in manipulating spreadsheets and instead the focus is on actions to improve outcomes, again reducing workload.

- **Self-evaluation** at all levels is meticulous which drives continual improvement. A clear framework and rigorous quality assurance cycles across subjects and for different groups secures outstanding outcomes, supports teaching and learning and builds expertise. RMA is held to account by TMET which ensures we sustain our improvement and provide necessary support. Students, parents and staff all contribute to the evaluation processes which drives the school improvement plan.
- **Academy Councillors** have high levels of experience and expertise and are very knowledgeable about the academy and education matters more widely; the Chair of Council is an ex Headteacher, another two councillors are ex Headteachers and one an NLE. They therefore robustly monitor and evaluate aspects of school life by conducting reviews of different aspects of school life, such as achievement, safeguarding, standards and curriculum to ensure issues are very well addressed. They are confident to challenge with knowledge and authority. Further scrutiny comes from the Trust which ensures that resources are managed well and that leaders of each academy are held to account for the quality of education. This is done through the **Academy Improvement Forums chaired by the Director of Secondary Education** and support is put into place where necessary to ensure success.
- The **views of parents and the community** are sought and highly regarded so that it can support the student's education. This is done through parent's evenings, sharing of progress reports, one to one meetings, newsletter and parent surveys. The relationship with the community is very positive as demonstrated by the outcomes of the parent survey where, 94.5% of parents strongly agree/agree that the school is well led and managed.
- **Succession planning** is purposefully considered and supported, thereby strengthening the overall leadership and management capacity within the school and across the Trust.
- **Safeguarding is effective** as leaders have created a culture of vigilance where student welfare and safety is actively promoted and necessary. **Training** is provided for all to ensure that students at risk of being groomed, abused, neglected or exploited etc., are identified swiftly and referred to external agencies for help in a timely manner with thorough follow up. **The school's safeguarding policies and procedures are audited and evaluated** externally by the local authority, internally by TMET and by Academy Councillors. Leaders and staff work effectively with external partners to support students who are at risk; case studies attest to the complexity of issues dealt with over the years in a safe and secure way.
- **Leadership of personal development, behaviour and welfare is outstanding** as the team works effectively and consistently protecting students from radicalisation and extremism, by responding swiftly and working with external agencies to protect students who are vulnerable to these issues. High quality training is provided at least annually to ensure that staff are vigilant and confident to protect students or have necessary debates to challenge student views. Students are educated through highly quality 'Stop the Clock' sessions, assemblies, and Citizenship lessons.
- **Pupil premium spending and catch-up funding** is informed by research evidence and research-based projects such as the music scholarship programme, supported by researchers from UCL. There is a multi-layered use of funding, advocacy and championing of each year group cohort by dedicated pupil premium champions. Strong data analysis, precise and timely feedback for students and a strong programme of cultural and social capital building has led to outstanding outcomes and diminished gaps compared to national other students.
- **Middle Leaders are highly effective and competent.** They have a clear understanding of their individual and collective managerial and strategic responsibilities and how this fits into whole school improvement. This is evident in the outcomes for individual subjects which for the vast majority have been well above national averages for years. The school continues to invest in the development of middle leadership skills through national and local training opportunities.

Overall, parent survey results show that they trust the academy, knowing that their children will be stretched, challenged and cherished. This was echoed in the parent survey (2021) where 92.31% said they would recommend the school to another parent.

SIP PRIORITIES Leadership and Management

- To continue to take into account the workload and well-being of staff in order to deliver a high-quality education, whilst also developing and strengthening the quality of the workforce.
- To continue to develop the expertise of curriculum leaders to ensure that they can accurately evaluate the implementation and impact of the curriculum through robust line management processes.
- To ensure that all teachers and subject leaders have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that students are not disadvantaged by gaps in subject knowledge.

- To design a Professional Learning Curriculum that supports staff to develop their expertise in behaviour, curriculum development and teaching, offering opportunities to take part in an Edu-Research group and explore areas of interest that will feed into the School Improvement Plan.
- To ensure Academy Councilors are well informed about the curriculum and other school matters so that they can challenge and hold leaders to account.
- To continue to monitor resources to ensure value for money.
- To train teachers so that they have a shared language and understanding of the principles of cognitive science to ensure that both the curriculum and the enacted curriculum enables students to learn more and retain more over time.
- To develop an induction programme which meets the criteria of the Early Career Framework (ECF) and is ready to be delivered from autumn 2021.
- To ensure all resources including catch-up and PP funding, are used effectively to maximise achievement and there is a sustained healthy and balanced budget to support effective teaching and learning and curriculum development.