



Prospectus
2024-2025



RUSHEY MEAD
ACADEMY

*Pupils are proud to attend this exceptional school.
They know that staff 'go above and beyond' to
provide an outstanding education for
them.' (Ofsted 2022)*



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Welcome from the Chief Executive



I'm delighted that you are interested in finding out more about Rushey Mead Academy. Rushey Mead is part of The Mead Educational Trust (TMET), a growing family of eight primary and five secondary schools in Leicester and Leicestershire.

While all Mead schools are unique, we are united in the belief that together we make a positive difference – to the life chances of our children, to our communities and to each other.

At the heart of all we do is a commitment to provide our students with access to a world-class education, our schools with excellent school-to-school support, and our staff with high quality professional development.

All Mead schools work closely together to provide a wide range of experiences and opportunities for our students, sharing expertise and widening their horizons.

We have seven values across our family of schools, called the Seven Cs: character, challenge, collaboration, community, courage, creativity and culture. We instil these values in our students and we use them as the basis of how we work together and treat each other.

All the staff at Rushey Mead Academy will be excited to tell you more about the school and what they can offer your child. Please do get in touch if you would like to know more.

Sarah Ridley

Chief Executive Officer, The Mead Educational Trust

Welcome from the Principal



Thank you for showing an interest in Rushey Mead Academy. It is an absolute privilege to write to you as Principal of this wonderful school.

Rushey Mead is not only one of the very best schools in Leicester, but in the entire country. It is a magical place to learn, and a place firmly rooted in high expectations, inclusivity and genuine care for all members of our school community.

At Rushey, we live our values every day. This means that we incorporate the Rushey 1-2-3 into everything that we do. The Rushey 1-2-3 consists of the following:

1. Be kind
2. Work hard
3. Develop your whole self

We expect all members of our school community to be kind at all times. This means that we think of others before we think of ourselves. We say ‘Good morning, Sir’ or ‘Good morning, Miss’ when we see adults in school; we hold open doors for our peers and adults; we help members of the wider community; we notice when someone is feeling down, and we do something to help make them feel better. Being kind is an intrinsic part of what we do at Rushey.

We also expect all our students to work hard. Being successful does not happen without hard work. Everyone must give 100% effort in all subjects, all the time. And this reaps rich rewards: children will learn wonderful knowledge from expert teachers; they will make fantastic progress; and they will be rewarded for their efforts. At Rushey we continually celebrate the success of our students because we know that success only comes with hard work.

Finally, we expect all Rushey students to develop their whole selves. This means that, as well as developing academically, we also expect students to develop personally and emotionally. For example, committing to attend one of our many after-school clubs; raising money for one of the charities we support; joining our School Choir; or playing for one of our sports teams.

There are many, many ways to develop your whole self at Rushey. This is vital because, although achieving academic success is important, we are not defined by this. We are defined by who we are as people: we develop our whole selves.

If you would like to know more about our magnificent school, please do not hesitate to get in touch.

Mrs Vicky Barwell

Principal



Pupils' focus and determination to improve themselves are remarkable' (Ofsted 2022)

Visions and Values at Rushey Mead Academy

At Rushey Mead all students, teachers and families share a common vision to "Make A Positive Difference". This underpins everything we do and helps us to achieve the best outcomes for all students. Every day at Rushey Mead we work together to Make A Positive Difference:

To ourselves. We support students to achieve the highest standards, not just in lessons and examinations, but also in extra-curricular activities. We encourage them to consider their behaviour and to understand how this behaviour makes a positive difference to them and their future prospects. Every individual truly matters and we support them to be the best they can be. Our aim is for students to leave Rushey Mead Academy as articulate, resilient, well-rounded individuals who excel academically and develop deep, enriching knowledge of many areas of interest.

To others. Students at Rushey Mead consider their place in society and understand what it means to be a good citizen. The academy is extensively involved in charitable activity and students fully participate not only in fundraising for good causes but also in actively helping others. The development of leadership skills for students is an important focus for the academy through our student leadership scheme.

To our world. Every day we encourage all members of our community to respect their surroundings and make sustainable choices for the future. We take collective responsibility to make Rushey Mead, Leicester and the wider world a better place.



Translating Visions and Values into Action

Rushey Mead is built on strong respectful relationships between students and staff.

Our traditional and research informed approaches to teaching and learning through the Rushey Principles of Instruction, along with our coaching culture, continually develop teacher practice.

Our classroom environments are ones where teachers can teach high quality lessons, and students experience uninterrupted learning, as behaviour is exemplary.

Every detail of our academy is meticulously planned and we consistently evaluate our practices to ensure continuous improvement.

Our academy community actively questions and develops all that we do so that we provide a first-class education for our students. We are not afraid to make changes along the way in the pursuit of making a positive difference.

We are an open and fair community. Our students and families know why we do things, and the purpose behind each expectation. Families are expected to play an active part in each child's education, and to support our staff.

Rushey Mead's culture is one of tremendously high expectations. We go about embedding our culture and our values with simplicity and thoroughness each and every day.



Students show high levels of respect for each other and adults. Many pupils give their time to making sure that the school is a better place. Bullying is not tolerated at the school' (Ofsted 2022)

The Rushey 1-2-3

Our Rushey 1-2-3 expectations of Be Kind, Work Hard, Develop your Whole Self provide a framework for personal conduct and development for students. From the moment a student arrives at Rushey Mead Academy, we ask them to live these expectations, so that they permeate all that we do:

1 - Be kind

We aim to develop respectful, tolerant students who are kind to everyone.

2 - Work hard

We promote resilience, grit and determination as qualities to be admired and rewarded at school, as they will be in life. We expect our students to respond to feedback, improve and to never give up. Our students learn that success needs hard work and effort.

3 - Develop your whole self

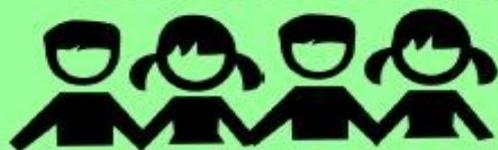
We want students to achieve more than just academic excellence. We encourage all students to develop themselves through our extra-curricular provision, so that they leave Rushey Mead Academy as well-rounded citizens who are equipped with the skills they need for life. We want them to develop their leadership skills, sporting talent, musical and dramatic ability. We expect them to raise money for charity and challenge themselves to try something new and unfamiliar. All of the experiences aim to develop a whole range of skills, which will help both to find rewarding jobs and to thrive more generally in later life.

‘The behaviour of pupils is exemplary. They display the ‘Rushey 1-2-3’ to be kind, work hard and develop their whole self at all times’ (Ofsted 2022)

THE RUSHEY WAY 1-2-3

1) BE KIND...

TO EACH OTHER



TO STAFF



TO
YOURSELF

2) WORK HARD

DON'T
GIVE UP



ACT ON
FEEDBACK



TAKE
PRIDE

3) DEVELOP YOUR
WHOLE SELF

LEADERSHIP



SPORTS
AND THE
ARTS



CHARITY

MAKE A POSITIVE DIFFERENCE

Support for students

Our support for students begins before they join Rushey Mead with our comprehensive Transition Programme. Information is gathered from Year 6 teachers about each student so that their needs, strengths and dispositions are known, which allows students to settle into our Rushey family smoothly. We want our students to be safe and happy from their very first day and feel a real sense of belonging. We work with our students through their induction to ensure that our expectations of them are clear and transparent.

Our Transition Programme ensures new students feel happy, settled and secure from their very first day at secondary school. It is extremely important we get to know every student who starts at Rushey Mead Academy as quickly as possible. Prior to their first day, we invest time and resources in understanding each child's personality and abilities, as well as what they like to study, where they excel and where they need additional support. This enables us to personalise their learning and ensures a successful start to Rushey Mead Academy.

Students are supported to develop their character and leadership skills through our extra-curricular provision, so that they leave Rushey Mead Academy as well-rounded citizens who are equipped with the skills they need for life. The 'Rushey 3 Passport' ensures that all students are rewarded for their non-academic achievements so that, as a school, we celebrate their successes beyond academic success.

Each time a student is involved in anything outside of the classroom, they record this on their passport and accumulate points towards a Rushey Graduation Ceremony.

Students receive reward points throughout the school day which accumulate towards personal awards and towards the house trophies.

Our Heads of Year work with our students and families in a supportive capacity, allowing us to maximise student learning. They are experts in their field, and intervene swiftly where necessary and broker the right support on behalf of the students in their year group.

In order to succeed, the academy and parents must work together. Families will want to assist the academy in securing the high achievement of their child by ensuring their child:

- Attends each day
- Is fully equipped
- Completes all homework
- Gets to bed by a reasonable time
- Arrives in correct uniform
- Has monitored access to technology and digital-platforms
- Reads every day at home.

Families also have high expectations of the academy. Rushey Mead staff welcome your feedback, so that we can create an environment where we are all striving together on behalf of our students.



The Curriculum at Rushey Mead Academy

Rushey Mead Academy's curriculum is one that engages, stimulates and challenges our students, and is underpinned by academic rigour. The curriculum is knowledge-based, with an emphasis on the best that has been thought, said, written and created. We believe that knowledge about the world is central to our students' success. Only when students have acquired a strong knowledge base will they be able to actively lead and participate in a global society.

The curriculum is framed with the intention of producing well-balanced young adults, prepared for the responsibilities and opportunities that arise throughout life and to prepare them for the challenges of the 21st century. It extends knowledge, experience and imagination in ways which develop critical and analytical capability, awareness of moral values and capacity for enjoyment.

The curriculum at Rushey Mead is broad and balanced with a special focus on the EBacc subjects. This means that, from Year 7, all students study English language and literature, mathematics, the sciences, the humanities, and a language. Most students will continue all of these subjects through to GCSE. This core curriculum is enhanced by lessons in art, computing, drama, music, design, drama and PE. Some students will also study BTEC vocational subjects and Cambridge Nationals, leading to a broad variety of post-16 choices and pathways.

Students' spiritual, moral and ethical development is addressed through the formal curriculum in a number of subject areas, including religious education and humanities lessons. It is also developed through assemblies, numerous extra-curricular activities, residential experiences and in other intangible ways which permeate the ethos of the school.

Our curriculum offer is designed to meet the needs of all and is responsive to new qualifications and opportunities. It also makes sure that Rushey Mead students have a breadth of learning that stands them in good stead for their futures.

We implement a carefully-planned education support package which includes successful reading and literacy strategies, delivery of personal, social and health education and debating through our tutor programme, and a distinct homework strategy which champions knowledge and retrieval practice.

The curriculum in each subject is meticulously planned; students are taught the background and context of what they are learning, enabling them to understand and make deep connections. Sequencing of topics is carefully considered so that students grasp key concepts and develop a strong understanding of each subject. This technique promotes long term memory and combats the 'forgetting curve' by instilling a culture of revision across the curriculum from Year 7 onwards.

The experiences provided for our students throughout the curriculum are planned with their futures in mind. We have planned opportunities for students to develop their skills in entrepreneurship, innovation, research and experimentation – all of which are applied to the world around us and the world of work. We have developed exciting links to industry and business, which will, in turn, raise the aspirations and employability skills of our students.



Achievement for all

Our expectations of students are very high and, over time, our results in all our subjects show that students consistently achieve better at Rushey Mead than similar students in other schools. In addition to this our headline value added score has been outstanding for many years.

We pride ourselves in ensuring all students including those with special needs or limited English, flourish and thrive at Rushey Mead. This is achieved through bespoke teaching and learning strategies where applicable and personalised support to ensure each individuals' needs are met.

Disadvantaged students achieve better than their non-disadvantaged peers nationally as a result of quality first teaching each day, every day in all subjects.

We have a team of expert and well qualified teachers who are passionate about their subjects; they match rigour of knowledge with sound pedagogy based on research evidence to secure the best outcomes for our students.



GCSE Results 2024

Achieving Academic Excellence

Progress 8 scores show how students performed compared to all students nationally with the same starting points. A score of 0.0 shows they achieved as expected.

Maths

Progress 8 score of +0.94

Students achieved over a grade higher in this subject than they were expected to.

Science

Progress 8 score of +1.21

Students achieved over a grade and a half higher than they were expected to.

English

Progress 8 score of +0.51

Students achieved over half a grade better than they were expected to.

Humanities (History or Geography)

Progress 8 score of +0.78

Students achieved nearly a grade better than they were expected to.

Languages

Progress 8 score of +1.05

Students achieved over a grade higher than they were expected to.



Academic Excellence

At Rushey Mead Academy we are very proud of the outstanding achievements of our students regardless of their starting points and individual needs. Our students achieve the highest results in the city on a number of performance measures and have been consistently above national averages and outstanding for several years.

GCSE Grading System

GCSE examinations are now graded on a scale of 9 to 1 rather than A* to G, with 9 being the highest grade.

2024 GCSE results

The cohort of 2024 were the third group of Year 11 students to face public examinations since 2019 and the Covid pandemic began. They have done something amazing and completed their schooling in the face of a global pandemic with long periods of self-isolation during KS3. This has been an incredibly demanding time and we are immensely proud of all our students and what they have achieved during these unprecedented times. They have shown resilience and determination and worked incredibly hard to make sure that they are personally ready for the next stage of their education.

58.8% of students achieved a grade 5 or above in English and Maths. Regarding the EBacc suite of qualifications, 153 students achieved a grade 5 in English, Maths, Science, Languages and Humanities and 61.3% of students achieved a standard pass in the EBacc suite of subjects.

Attainment 8

Attainment 8 is one of the performance measures which began in 2016. It measures the achievement of a student across eight qualifications including Mathematics and English, both of which are double weighted. In addition there are three qualifications that count in the EBacc measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any approved non-GCSE qualifications. Overall Attainment 8 score achieved at Rushey Mead in 2024 was 54.07 which is well above the national average.

Provisional Progress 8 Score

Students at Rushey Mead Academy have made exceptional progress and achieved outstanding results in 2024. Overall progress in the academy is outstanding.

For the vast majority of subjects, the percentage of grades 9-5 and 9-7 were higher than the national average .

Progress 8 is a performance measure introduced back in 2016. It captures the progress a student makes from the end of primary to the end of secondary school. It is a type of value added measure, which means that students' results are compared to the results of other students with the same prior attainment. The greater the progress 8 score, the greater the progress made by the student compared to the average of students with similar prior attainment.

A progress score of +0.5 means that on average the students are achieving half a grade more per subject above that of other students nationally with the same prior attainment. The national average is a progress 8 of zero.

At Rushey Mead Academy we achieved an outstanding progress 8 score of 0.95 in 2024, showing that our students achieve over a grade better than other students nationally.

We are very, very proud of our results and we could not have achieved them without the outstanding efforts from staff and students, and support from parents.

	RMA 2024 Actual	National Average	RMA 2023 Actual	National Average
English Literature 4+	84.5%	79.8%	79.8%	73.4%
English Language 4+	77.2%	61.6%	75.1%	61.8%
English Literature 5+	66.5%	56.7%	66.1%	56.3%
English Language 5+	56.8%	46.4%	61%	44.4%
English Literature 7+	21.1%	20.1%	24.9%	20.2%
English Language 7+	17.9%	15.6%	23.6%	13.9%

English – in 2023 attainment in both English Language and English Literature was above national average for 7+, 5+ and 4+ at Rushey Mead. This is demonstrated in the table below:

Maths - Attainment in maths was once again outstanding and well above national average for 7+, 5+ and 4+ below: as shown

	RMA 2024 Actual	National Average 2024	RMA 2023 Actual	National Average 2023
Maths 4+	81.3%	59.6%	76.6%	59.6%
Maths5+	68.7%	42.4%	65.4%	42.4%
Maths7+	32.50%	16.7%	37.0%	15.9%

The school day

The school day commences at 8.30am with registration in tutor groups or in assembly. Assemblies are a vital part of Rushey Mead's culture and encourages personal, moral, cultural and spiritual reflection. Topics such as Holocaust, Remembrance Day, anti-bullying are covered in assembly with all year groups. British Values are promoted and are integral to the Rushey Way.

The main restaurant opens for breakfast at 8.00am for those students who would like to purchase food before school starts.

Throughout the day students have five one hour lessons, a 20-minute break and a 45-minute lunch break. All students are on site throughout lunch. The last lesson finishes at 3:00pm after which there are an array of free after school enrichment opportunities. Students can also stay on site until 4.00pm if they are attending one of the many extra-curricular clubs on offer each day.



Uniform

Our uniform encourages students to wear clothes appropriate for school. We believe that having a uniform unites students in the Rushey Way, affirming our values and Code of Conduct:

- * It plays a valuable role in contributing to the positive ethos of our academy, setting an appropriate tone.
- * It enables students to wear clothes appropriate for working in a safe and aspiring environment.
- * It clearly signals our high expectation of students and our strong work ethic, instilling pride in the school.
- * It protects students from social pressures to dress in a particular way, nurturing cohesion and promoting good relations between different groups of students.
- * It helps students to prepare for their futures in the world of work, where dress codes are usually expected.
- * Our uniform is used to identify us in the local community and the students wearing it reflect the academy motto of 'Make a Positive Difference.'



The Mead Educational Trust

- * The Mead Educational Trust (TMET) is a growing partnership of primary and secondary academies situated in the East Midlands. The Trust draws its educational excellence from the established track record of the high quality education provision of Rushey Mead, the Trust's sponsor academy, and its partner academies.
- * The Trust is passionate about education and provides its students with exciting, engaging and high quality learning environments, developing its students into aspirational, capable and confident young adults and members of the community. It celebrates the diversity and individuality of each academy. TMET provides its academies access to a world-class education network, excellent school-to-school support and is committed to ensuring that all of our academies will, by working together, make a positive difference.
- * For further information on the Trust, please visit www.tmet.uk



Working with others

Rushey Mead Academy became one of the first National Teaching Schools in 2011, working with an alliance of schools and other partners in the East Midlands to deliver high quality professional learning, initial teacher training, leadership development and school to school support.

Rushey Mead Academy is now designated as the Teaching School Hub for Leicester City and South Leicestershire, one of only 87 Hubs in the country. Teaching School Hubs centrally train and develop teachers throughout their careers by providing evidence based CPD and qualifications, delivered by an outstanding, collaborative, educational community.

We are also a National Support School. The TMET Chief Executive Officer is a National Leader of Education and in this capacity, we work to support a number of other schools to ensure education for young people in other schools is good too.

The Leicestershire Secondary School-Centred Initial Teacher Training (SCITT) programme is based within the Teaching School at Rushey Mead Academy, the accredited provider, and its school partners have a long standing tradition of engagement in Initial Teacher Training. It is an outstanding school and well placed to lead the training of our next generation of teachers.

Completion of the programme leads to a PGCE validated by the University of Leicester and the award of Qualified Teacher Status to enable trainees to progress onto their first post in teaching as an Early Career Teacher (ECT). For graduates with the ambition to become reflective, well informed teachers, able to achieve outstanding in their teaching practice, the SCITT offers the ideal environment for initial teacher training.



Admissions

Rushey Mead is the first choice in education for many parents, carers and families. In recent years we have been over-subscribed; we have more applicants for places than we have available in each year group. Rushey Mead Academy is its own admissions authority and as such is responsible for setting the criteria for admission and their interpretation; however, at all times it will act in accordance with the School Admission Code published by the Department for Education. The Academy has decided to remain part of the Leicester City admissions process and, therefore, the local authority administers all admissions to Rushey Mead Academy.

Rushey Mead Academy oversubscription criteria

A child with an Education, Health and Care Plan (EHCP) which names Rushey Mead Academy at Part 4 of the statement will be admitted.

1. Looked after Children, A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions.
2. Children who are the subject of child protection plans where an alternative school is necessary to avoid an abuser.
3. Children of parents who are fleeing domestic violence which can be verified by a senior social worker.

4. Children whose home address is in the catchment area of the academy and there is already a sibling at the academy and the sibling will still be at the academy at the time of admission. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, foster brother or sister or the child of the parent's / carer's partner where the school place sought is permanently living in the same family unit at the same address as the sibling. The sibling must be in years 7 - 11.

5. Children whose home address is within the catchment area of the academy.
6. Children whose home address is outside the catchment area of the academy and who have requested a place.

All parents or carers wishing to apply for a place at Rushey Mead Academy should do so via Leicester City Council, the address of which is on their website. Parents and carers have a right to express a preference for the school they want for their child. Applications are online via the Leicester City website and must be submitted to the Council by the specified date which is published annually, usually the end of October. The admission arrangements for Rushey Mead Academy are managed by Leicester City Council.

School Admissions Service, Customer Service Centre, York House, 91 Granby Street, Leicester, LE1 6FB

Website: school-admissions

Telephone: (0116) 454 1009

Email: admissions.online@leicester.gov.uk





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ACADEMY

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