



Welcome

Rushey Mead Academy is a vibrant and highly successful school which serves communities in the north of Leicester. Our aim is to ensure the academic, personal and social development of all students so that they can move onto the next stage of their education. We strive to achieve the best outcomes for all learners so they are well poised to lead fulfilling lives and contribute positively to the world around them.

We take pride in our challenging and well-designed curriculum which seeks to give all our students access to the best which has been thought, said, written and created in every field of human endeavour. This ensures that our young people receive a broad, rich and deep education. Uniquely, each student studies a foreign language to GCSE level and the majority of our students study the English Baccalaureate set of subjects to GCSE level, signalling our drive to ensure all students benefit from an academic and enriching curriculum. Alongside traditional subjects, sport, music and the arts are highly valued. This can be seen in the range of sporting clubs and achievements each year, our high quality drama and dance productions and our Music Scholarship programme which has enabled us to grow a sixty strong orchestra in partnership with the London Philharmonia. All of this allows our students to leave us as well rounded, happy young people, ready for success in the next phase of their lives.

We are fiercely ambitious for each one of our students. Being firmly rooted in our community, we benefit from the trust and support of our parents, who look to the academy to provide their children with the best possible education so that they can go on to lead happy and purposeful lives.

Rita Hindocha
Executive Principal

Gulbanu Kader
Principal



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Vision and values



Make A Positive Difference

At Rushey Mead all students, teachers and parents 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.

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 learning 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.

The Rushey Way 1-2-3

The school days commences at 8.30am with registration in tutor groups or in assembly. Assemblies are a vital part of Rushey Mead Academy encouraging 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 integral to the Rushey Way.

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

Lessons commence for all students at 8.50am. 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 2.55pm after which there are an array of free after school enrichment opportunities. Students can stay on site until 4.00pm and simply play in the yard if they wish to do so.

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.

Our uniform 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 Making a Positive Difference.

THE RUSHEY WAY 1-2-3



Achievement for all

Our expectations of students are very high and, over time, our results show that students achieve better at Rushey Mead than similar students in other schools. This is the case with the vast majority of subjects. Our headline value added score has consistently been outstanding for many years. Students at Rushey Mead consistently outperform their peers in other schools.



RUSHEY MEAD ACADEMY **ACHIEVING ACADEMIC EXCELLENCE**

MATHS
Progress 8 score of +1.0
This places the subject in the top 10% nationally.

SCIENCE
Progress 8 score of +1.0
This places the subject in the top 10% nationally.

ENGLISH
Progress 8 score of +0.3. This places the subject significantly above national average.

HISTORY AND GEOGRAPHY
Progress 8 score of +0.5 for Humanities.
The places the subject significantly above national average.

LANGUAGES
Progress 8 score of +0.9.
It places the subject in the top 20% nationally.
Superb outcomes considering the whole cohort is entered and no child is left behind!

Newly released IDSR P8 score of 0.75 places Rushey Mead in top 10% of schools nationally.

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.

The curriculum



We want our curriculum to give 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 and enriched. When students first start with us in year 7, the curriculum includes all the major subjects from the Sciences, Arts and Humanities and, of course, English, Maths and PE.

Later on students are able to opt for subjects which support their future aspirations. Most students are encouraged to select GCSE subjects which lead them to achieve the English Baccalaureate, a set of qualifications comprising English, Maths, Science, a language and History or Geography. This is complemented by subjects such as Art, Drama, Media, PE, Music, RE and Design. Others may seek to study a BTEC vocational qualification, leading to various post 16 choices.

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 stand them in good stead for their futures.



English | Mathematics | Science | Modern Foreign Languages | Creative Arts | Design Technology | Art | Religious Education | Citizenship & PHSE Education | Health and Social Care | Computing and Business | Physical Education | Geography | History



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 pupils with exciting, engaging and high quality learning environments, developing its pupils 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



TOGETHER WE MAKE A POSITIVE DIFFERENCE

Working with others

Rushey Mead Academy is one of the first 100 National Teaching Schools 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.

We are also a National Support School and the RMET Chief Executive Officer is a NLE (National Leader of Education) and in these capacities 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 longstanding tradition of engagement in Initial Teacher Training. It is an outstanding school; well placed to orchestrate the training of our next generation of teachers with an alliance led SCITT.

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 a Newly Qualified Teacher (NQT). 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.



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 a number of years.

New Specifications and a new Grading System

New tougher and more challenging specifications have been introduced which will now be graded on a new scale of 9 to 1 rather than A* to G, with 9 being the highest grade. English language, English literature and maths were the first to be graded from 9 to 1 in 2017. Another twenty subjects have been graded using the new system in 2018, with most others will follow in 2019. During this transition, students will receive a mixture of letter and number grades.

2018 GCSE results

In terms of overall performance, we are proud to report that 75% of students achieved a standard pass in English and maths (grade 4/C+ or above) and a remarkable 55% achieved a strong pass (grade 5 or above) in these two core subjects both of which were well above the national average.

With regard to the EBacc suite of qualifications, 104 students achieved a grade 5 in English, Maths, Science, Languages and Humanities and 49% of students achieved a standard pass in the EBacc suite of subjects which is significantly above national average. Rushey Mead students achieved an EBACC Average Point Score of 5, which again is well above national average.

When compared to national averages, the vast majority of subjects exceeded national results at both 9-7/A*A and 9-5 and A*C grade boundaries.

English - Attainment in both English Language and English Literature was well above or in line with national average for 7+/A+, 5+ and 4+/C+ at Rushey Mead. This is demonstrated in the table below:

| | RMA 2017 actual | National Average 2017 | RMA 2018 actual | National Average 2018 |
|--------------------------|-----------------|-----------------------|-----------------|-----------------------|
| ENGLISH 4+/C+ | 80.0% | 64.9% | 70.6% | 62.0% |
| ENGLISH LITERATURE 4+/C+ | 87.0% | 72.9% | 81.9% | 71.9% |
| ENGLISH 5+ | 56.0% | 47.9% | 53.3% | 44.6% |
| ENGLISH LITERATURE 5+ | 71.0% | 54.7% | 63.9% | 55.5% |
| ENGLISH 7+/A+ | 16.0% | 14.6% | 13.7% | 13.9% |
| ENGLISH LITERATURE 7+/A+ | 23.0% | 18.7% | 17.7% | 19.5% |

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

| | RMA 2017 actual | National Average 2017 | RMA 2018 actual | National Average 2018 |
|-------------|-----------------|-----------------------|-----------------|-----------------------|
| MATHS 4+/C+ | 80.0% | 68.9% | 77.9% | 59.7% |
| MATHS 5+ | 63.0% | 48.1% | 62.3% | 40.3% |
| MATHS 7+/A+ | 33.0% | 19.2% | 33.1% | 15.7% |

Overall, 8.4% of students achieved Grade 9 in maths. These results are phenomenal, particularly given that national results were 2.9%.

Attainment 8

Attainment 8 is one of the new 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, three qualifications that count in 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 2018 was 53.00 which is well above the national average.

Progress 8 Score

Overall progress in the academy is **outstanding**.

Progress 8 is a new performance measure introduced 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 floor standard is a progress 8 of -0.5.

At Rushey Mead Academy we achieved an outstanding progress 8 score of +0.75 in 2018, showing that our students achieve three quarters of a grade better than other students nationally. This therefore places us in the top 5% of all schools 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.



Admissions

Rushey Mead Academy Admissions arrangements

Rushey Mead is the first choice in education for many parents / carers. 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.

All parents 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 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](#)

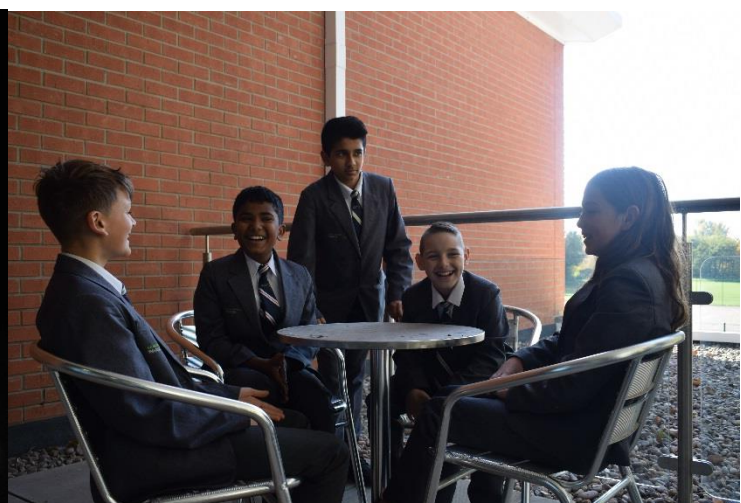
Telephone: (0116) 454 1009

Email: admissions.online@leicester.gov.uk

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



Contact us



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