

# Tudor Primary School

## Inspection report

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<b>Unique Reference Number</b>	101913
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	355095
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dil Mohan S Bhasin
<b>Headteacher</b>	Jas Kalra
<b>Date of previous school inspection</b>	12 June 2008
<b>School address</b>	Tudor Road Southall Middlesex UB1 1NX
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## Introduction

This inspection was carried out by three additional inspectors. They visited 22 lessons, seeing 11 teachers at least once, and held meetings with staff, groups of pupils, and the Chair and other members of the governing body. Informal discussions were also held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. Inspectors analysed 95 parental questionnaires, 91 responses to the pupil survey and 17 responses to the staff questionnaire.

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

- Whether the school's action to improve achievement in writing is having an impact.
- How well teachers use assessment to support the learning of all pupils but, in particular, in ensuring there is sufficient challenge the more-able.
- The extent to which pupils understand their targets and the steps they need to take for them to be achieved.
- How effectively the school supports the language development of pupils who are learning to speak English as an additional language.

## Information about the school

Almost all pupils are from minority ethnic backgrounds in this above average-sized school. Pupil numbers are rising as the school expands to become two form entry throughout. Almost half of the pupils are from Indian heritages, a further quarter from Pakistani backgrounds and the majority of the rest are of Somali origin. Most pupils speak English as an additional language. The proportion of the pupils known to be eligible for free school meals is above average and considerably more pupils than in most schools join or leave other than at the usual times. The proportion of the pupils identified with special educational needs and/or disabilities is below average and falling. Their needs are mostly associated with learning difficulties related to literacy and to speech and language. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has recently received the Full International School Award and has achieved 'I CAN' Early Talk accreditation.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Tudor Primary is a good school. It has built on the strengths identified at the last inspection under the clear direction and determination of the headteacher and deputy headteacher. These leaders have high expectations of everyone and both demonstrate and expect rigour and consistency from the staff. The strong and cohesive staff team shares the drive to improve the achievement of all pupils and break down barriers that might impede their learning and personal development. It has the support of parents and carers, who are particularly pleased with the way their children are kept safe and the information they receive about their progress.

Children have an enjoyable start to their school life in the Nursery and Reception classes in an environment full of opportunities to develop their language skills. The school's success here has been recognised by the achievement of 'I CAN' Early Talk accreditation. The children make good progress because adults work closely as a team to support their learning and personal development. The large and well-resourced outside area is a very valuable recent addition, but it is not always used effectively so that children's learning can flow freely from inside. The children's good start is built on well across the rest of the school. Pupils of all ethnic backgrounds continue to make good progress and their attainment is broadly average by the end of Year 6, but lower in writing than in reading and mathematics.

The school has introduced several initiatives to improve the pupils' writing, such as providing opportunities for the pupils to write at length in a variety of styles and across different subjects. This and the focus on using talk to promote learning and language development are starting to bear fruit. However, adults do not always model grammatically accurate sentence structure or expect the same in the pupils' responses. This can then transfer into the pupils' written work and slow down progress. Teachers are very thorough in their marking, particularly of writing, but do not always give pupils the time to respond to their suggestions and improve their work to meet their personal targets.

Pupils enjoy their learning and feel that they are guided well by their teachers. Teaching is good and improving because of the attention paid to identifying strengths, tackling robustly any areas of concern and the desire of teachers to become better practitioners. Teachers now make much better use of assessment information to plan lessons that both challenge the more able and support the learning of pupils with special educational needs and/or disabilities. The pupils' learning also benefits from interesting activities and their involvement in planning their own lines of enquiry to be followed in their topics.

The close relationship developed with families means that appropriate members of staff have a good understanding of the circumstances of pupils and their families, using this to target guidance and supporting individual needs well. This is particularly effective in

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supporting potentially vulnerable pupils and their families and has been instrumental in improving attendance levels over the last 18 months.

The careful evaluation of performance gives staff and governors a very clear understanding of the school's qualities and where action could lead to improvement. Leaders at all levels, working alongside a supportive and challenging governing body, make a strong contribution to driving the school forward. Priorities for action are focused sharply on raising achievement and improving teaching, such as through the continuing emphasis on writing. The school has been on a steady improvement path for some time and, through its good capacity for further improvement, is well placed to meet the challenge of its continued expansion.

### **What does the school need to do to improve further?**

- Improve pupils' achievement in writing by:
  - providing time for pupils to respond to their teacher's marking
  - ensuring that all adults use grammar accurately when talking with pupils and require the same in their responses.
- Ensure that in the outside classroom children in the Nursery and Reception classes have consistently planned and structured access to learning that flows freely from indoors.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils collaborate well together on tasks or in discussion and develop their basic skills well across all subjects. The pupils are ambitious and mostly understand the steps they need to take to achieve their goals. Pupils become more confident as they get older and work well together, particularly when discussing their ideas with a partner. They enjoy exploring and investigating, such as when Year 1 pupils had to solve a quite complex problem based on making the number twelve. Pupils work hard in a range of situations and show interest and enthusiasm; for example, Year 4 pupils rose to the challenge of exploring number sequences. A buzz of activity was evident as the pupils became engrossed in their work.

Children enter the Nursery and Reception classes with skills much lower than expected for their age. Quite a number of them have quite limited skills in understanding and speaking English. School data, lesson observations and a scrutiny of the pupils' work show that pupils are learning well and making good progress, even though the steadily improving Year 6 test results fell slightly in 2010. Pupils speaking English as an additional language make accelerated progress once they have gained secure language skills, although they do not always have time to reach national expectations if they arrive late in Key Stage 2. Pupils with special educational needs and/or disabilities also make good progress through the tasks they are set and the support of carefully deployed adults. There are no significant differences in the performance of different groups related to ethnicity or gender.

Pupils understand how to stay healthy, as reflected in the high levels of participation in sports clubs. Pupils generally feel safe in school and say they have someone to confide in if they have a problem. Their thoughtful behaviour in lessons contributes significantly to their learning, but a few pupils can play rather boisterously at lunchtime, making others

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feel less safe. Pupils are proud of the responsibilities they are given, and enjoy helping newcomers settle into the school. However, opportunities are missed to involve them more in taking greater responsibility at lunchtime and in helping them to resolve difficulties themselves. Pupils make a considerable contribution to community life and raise money for national and international charities. They are curious about the world around them and develop a good understanding of common values across different cultures. ♦

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Relationships are constructive and classrooms calm because teachers establish clear routines to which pupils respond quickly and with little fuss. Resources, including new technology, are used creatively and additional adults are deployed well to support learning. Following recent training, teachers are becoming increasingly better skilled at adapting their lessons in the light of the pupils' responses, although this is not seen consistently across all classes. Lessons are carefully structured so that pupils can build their work in stages, such as when Year 5 pupils prepared a paragraph full of suspense. The teacher's skilled review at the end of the session enabled the pupils to evaluate whether they had included all of the appropriate features. Pupils increasingly have the opportunity to assess their own work and that of others, but not across all classes.

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The topic-based curriculum provides imaginative opportunities for learning, with pupils involved in the design of what they would like to study. Visits, such as for Year 4 to the Natural History Museum, or when visitors come to the school to share their expertise, are linked closely to the topic themes. Careful, but not always consistent, attention is placed on developing key skills within these themes, including writing. The school makes good use of a wide range of partnerships with local agencies to extend opportunities for pupils in sport, music and mathematics. The input by staff from an international bank has helped pupils in their development of skills for life.

Pupils are known as individuals, which enables the school to focus its support sharply on meeting their needs. This is often enhanced when the school accesses the expertise of outside agencies to assist in the prompt identification and coordination of specialist support for pupils. Programmes are adapted carefully to support pupils with speech and language difficulties and staff trained to provide further therapeutic support. Thoughtful transition arrangements enable pupils to settle in quickly, and to move smoothly through the school and into the next stage of their learning. The limited opportunity for structured and organised play at lunchtime accounts in part for some pupils not always feeling that they are looked after safely.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has established a very clear direction for the school's development based on well-planned actions to tackle key priorities for improvement. Targets for the pupils are challenging, progress towards them carefully checked and action taken if they are not being met. Equality of opportunity is central to the headteacher's vision for the school and no discrimination is tolerated. The rigorous analysis of assessment data and subsequent action means that no group is falling behind another. Strong teamwork permeates all areas of the school and developing classroom practice is a priority for all staff. The school can point to many examples where teachers' performance has improved because of the focused attention paid to developing their skills. Teachers benefit greatly from working alongside their colleagues so they can sharpen their expertise.

Governance is good, and key members of the governing body play a significant role in the local community. They share the headteacher's aims and are fully involved in strategic planning. They challenge the school to do better, such as in writing, and work harmoniously with the headteacher for their goals to be achieved. The governing body is strongly committed to safeguarding the welfare of the pupils. Responsibilities are clearly set out and rigorously implemented so that there is a high level of awareness amongst

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staff of the need to be vigilant at all times. However, staff have not ensured that all pupils understand how they can behave safely around others.

Staff and the governing body have a clear picture of the context within which the school operates and have used this to plan a wide range of focused activities to support greater community cohesion. The strength of the school's work globally has been recognised in the achievement of International School status, although developing links nationally has received less attention. The school has worked with success to engage families in school life, particularly in reaching out to the growing Somali community. The headteacher is fully committed to partnership working. The school would not be able to provide all that it does were it not for the expertise of outside agencies in extending opportunities for the pupils such as in sport, or in supporting pupils with special educational needs and/or disabilities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children settle in quickly to the life of the school, in part because of the strong partnership forged with home. The environment throughout the setting is warm and welcoming. It both reflects and celebrates the children's different cultural backgrounds. Children are happy and polite, and are confident to approach an adult and to ask for help when needed. They behave well, show consideration for each other's feelings and form trusting relationships with the adults. Most children become able to develop ideas themselves, although some rely too much on adults to direct their learning. Children enjoy their time in the classes and their attainment is broadly average by the end of Reception, except in reading and writing.

The inside classrooms are full of engaging activities that carefully promote all areas of learning. Children become engrossed for long periods and work happily together. Assessment information is used to plan the next steps for each child and to direct all



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children towards activities to meet their specific needs. Adult-led focused activities, such as in literacy and numeracy, are taught well and move the children's learning forward at pace. The redeveloped outside classroom is a well-resourced environment for learning. However, it is not immediately accessible to Reception to link learning freely with inside and is not used consistently by the Nursery.

Strong teamwork across the three classes is a key feature of the success in improving the outside classroom and in focusing on raising achievement in reading and writing. The adults work closely together to improve their performance and quality of provision. Rigorous attention is paid to safeguarding the children's welfare and ensuring their safety at all times.

*These are the grades for the Early Years Foundation Stage*

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

**Views of parents and carers**

A slightly lower proportion of parents and carers responded to the questionnaire than in most primary schools. The level of parental satisfaction is above average in response to almost all questions. The inspection evidence supports the positive views of parents and carers about the effectiveness with which the school is led and managed, the quality of teaching and how teachers meet their children's needs. Inspectors also found that the school helps their children to adopt safe and healthy lifestyles. A few parents and carers believe that the school does not manage behaviour well. Inspectors found that pupils behave well generally but that a small number of pupils do not behave well at lunchtime. A few parents and carers do not believe that their children are prepared well for their future. Inspectors investigated these concerns and concluded that the school prepares pupils well as they move on each year and eventually into secondary education.

## Responses from parents and carers to Ofsted's questionnaire

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

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

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	53	41	43	4	4	0	0
The school keeps my child safe	47	49	45	47	2	2	0	0
My school informs me about my child's progress	42	44	51	54	2	2	0	0
My child is making enough progress at this school	32	34	55	58	6	6	1	1
The teaching is good at this school	33	35	52	55	5	5	0	0
The school helps me to support my child's learning	38	40	48	51	8	8	0	0
The school helps my child to have a healthy lifestyle	29	31	58	61	6	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	25	51	54	6	6	3	3
The school meets my child's particular needs	30	32	56	59	5	5	0	0
The school deals effectively with unacceptable behaviour	32	34	47	49	13	14	0	0
The school takes account of my suggestions and concerns	24	25	55	58	7	7	1	1
The school is led and managed effectively	30	32	54	57	4	4	1	1
Overall, I am happy with my child's experience at this school	37	39	49	52	9	9	0	0

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

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 February 2011

Dear Pupils

**Inspection of Tudor Primary School, Southall UB1 1NX**

Thank you all very much for your friendliness and help when inspectors visited your school recently. We agree with you that Tudor Primary is a good school, which has been improving steadily in recent years. You clearly enjoy school. Your teachers take good care of you and do their utmost to keep you safe. Your behaviour in lessons is good, although some of you can lack consideration towards others when playing outside at lunchtime. We were impressed by the way you try hard to stay fit and healthy. You take all of your responsibilities seriously and are thoughtful in the way you help newcomers settle into school. You are also very aware of how to stay safe. You clearly enjoy the work in your topics, particularly as you have helped in their design.

The youngest children get off to a good start in the Nursery and Reception classes. The rest of you make good progress during your time in school, learning the skills you need for the future. Those of you new to learning to speak English make good progress once you have developed sufficient skills. This is because you are taught well and have interesting things to learn. Those of you who find learning more difficult also make good progress because of the support you receive.

Everyone is trying hard to make the school even better. The two things in particular we have asked the teachers and other adults to do are:

- help you to improve your skills in writing
- make better use of the new outside play area for children in the Nursery and Reception classes.

You can play your part in helping the school to get even better by continuing to work hard. Well done for showing such pride in your school and in your achievements.

Yours sincerely

Martin Beale

Lead inspector

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