

Tudor Primary School

Queens Road, Barnet, London, N3 2AG

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not making fast enough progress in English and mathematics at Key Stage 1 and in Years 3 and 4.
- Until very recently, too few pupils reach the levels they should in English and mathematics by the time they leave the school.
- Leaders, including the governing body, do not hold teachers sharply to account for the progress of pupils in their class and systems for monitoring teaching and learning are not fully developed.
- Teachers do not consistently make the purpose of the lessons clear to pupils and work is not always marked in a way that is helpful to pupils.
- The teaching of early reading skills is not consistently effective in the Early Years Foundation Stage and across Years 1 and 2.
- Pupils' writing is not well presented and pupils need to take more pride in their written work, particularly in history and geography.

The school has the following strengths

- Pupils' attainment in English and mathematics is rising steadily because the teaching in Years 5 and 6 is mostly good.
- Leaders have improved the teaching of English and mathematics by providing training opportunities and arranging partnership visits to other schools.
- The governing body has become increasingly involved in challenging leaders, in relation to pupils' achievement, through its formal processes.
- Pupils enjoy coming to school; attendance has improved since the last inspection and is now at an average level.
- Pupils behave well and are polite during lessons and while playing.
- Partnerships with parents and carers are positive and the school has developed useful systems to ensure effective induction arrangements for new pupils joining the school.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 21 lessons.
- They held meetings with members of the school’s leadership team, a representative from the governing body and a local authority officer.
- Inspectors scrutinised a range of documents including the school improvement plan, and the school’s self-evaluation and safeguarding documents. They also examined the work in pupils’ books.
- The views of 23 parents and carers obtained through the online Parent View questionnaire were analysed. Other parents’ and carers’ views were sought at the start of the school day.

Inspection team

Tim McLoughlin, Lead inspector

Additional inspector

Angela Konarzewski

Additional inspector

Full report

Information about this school

- The school is average in size.
- A significant number of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- There are more pupils from minority ethnic groups than in most schools of this size.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor target which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- By September 2013 improve the teaching in order to accelerate pupils' progress at Key Stage 1 and lower Key Stage 2, by:
 - establishing consistently high expectations of what pupils can achieve
 - making sure the purpose of every lesson is clear and that pupils know what they have to do to succeed
 - ensuring that all work builds on what pupils already know by making better use of tracking information
 - ensuring that marking reflects the pupils' success in meeting the stated learning intention of every lesson and relates sharply to their individual targets.
- Monitor the performance of teachers with greater rigour by:
 - placing a sharper focus on the impact of teaching on pupils' learning and progress
 - ensuring that improvements are implemented by making frequent and robust follow-up visits to lessons.
- Improve the teaching of early reading skills in the Nursery, Reception and Key Stage 1 classes in order to accelerate pupils' progress in learning to read, and ensure that reading resources are well matched to pupils' abilities.
- Improve the quality of writing at Key Stage 2, particularly in history and geography, in terms of content and also presentation with a focus on handwriting, spelling and punctuation so that pupils are less reliant on worksheets and take greater pride in their work.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils enter the school with starting points that are generally below those found nationally. Standards are rising but they are not improving rapidly enough. Attainment in English and mathematics remains below average because too few pupils make good progress to reach the levels expected for their age. Attainment in reading is higher than in writing.
- Rates of progress are inconsistent across the school and in lessons. Pupils make good progress in some lessons but in others progress is not fast enough to raise attainment further. This progress relates directly to the quality of the teaching, the teachers' expectations of the class and the clarity with which the purpose of the lesson is expressed.
- Progress is best in Years 5 and 6 where lively teaching frequently captures pupils' attention and pupils are keen to do well. In these lessons, pupils' behaviour is excellent and pupils achieve well. As a result of high quality teaching and strong engagement, pupils' progress in these year groups is at least good.
- The school collects data to monitor progress but not frequently enough to ensure that immediate actions can be taken to enable all pupils to achieve well. As a consequence, pupils in Key Stage 1 and in Years 3 and 4 do not make consistently good progress and their needs are not always fully met in teaching sessions.
- Pupils who need extra help are often very well supported by adults who know the pupils well and have a keen interest for them to succeed.
- Disabled pupils and those with special educational needs generally achieve as well as other groups; some make very good progress as a result of high quality support. Pupils who speak English as an additional language make good progress in their learning as the school is sensitive to their needs and adjusts provision accordingly.
- The youngest children make a good start to school in most areas of learning and partnerships with parents and carers create a positive climate for progress. Best practice in the teaching of early reading is not embedded sufficiently for children to make a good start in learning to read. Pupils in Key Stage 1 are not always supported in developing their reading; their home reading books are not consistently well matched to their skill levels.
- At Key Stage 2, pupils' written work is often not well presented. In subjects other than English, particularly history and geography, pupils use worksheets to record their written work, which is sometimes hastily done and of a lower quality than that which they are able to produce. This is true of both the content and technical features such as handwriting, spelling and punctuation.

The quality of teaching

requires improvement

- Although teaching is improving at the school there is still not enough that is consistently good. Occasionally, weaknesses arise from planning that does not build upon what the pupils have already learned in the past.
- The school has focused, with some success, on improving provision in mathematics and English; as a result, attainment has risen in these subjects.
- Not all teachers have sufficiently high expectations of pupils' achievement. In some classes, pupils present their work to a high standard, but in others expectations of pupils' presentation and handwriting are not always high enough.
- The introductions to lessons can sometimes be too long and cause pupils to lose interest. As a result, the pace of learning can slow down.
- The work set for pupils is not always based accurately on what they already know and are able to do. Occasionally, the purpose of the lesson is too vague and lacks clarity. Teachers do not always act swiftly enough to adapt to the learning needs of the class as they move through the lesson to ensure that all pupils achieve their very best.
- Much of the teaching in the Early Years Foundation Stage is good and there are well-

planned activities both inside and outside the classroom which contribute well to children's progress. The teaching of early reading skills, however, is not yet consistently good.

- Marking has improved since the last inspection and the school has made significant improvements in ensuring that the agreed marking scheme is applied through the school. However, the school's process for the setting of individual pupil targets is not consistent or properly embedded in the pupils' work or marking.
- Classrooms and public areas are attractive and well cared for. Classrooms have a mixture of interactive learning prompts and public areas share work that exemplifies the standard to which all the school's pupils should aspire.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to their learning. They concentrate on their work and persevere in order to complete tasks as best they can. They are polite, courteous and respectful to the adults who work with them in school.
- Pupils behave well in lessons. Inspectors found no evidence of misbehaviour in the playground, but the school had kept records to show that it had acted appropriately when there were minor incidents. The school follows up such events effectively.
- Instances of bullying are carefully recorded. These are few in number and pupils feel that the school is a peaceful community. The school promotes an understanding of a range of religious faiths and cultures and promotes an atmosphere of tolerance and appreciation of individuality.
- Parents and carers feel that behaviour is good and well managed in the school. They are confident that the school will deal quickly and fairly with any incidents of poor behaviour and value the presence of the senior staff at key points throughout the day, such as the welcome in the morning on the playground.
- Attendance is now average, having risen sharply over recent years. The school surveys parents' and carers' views regularly and uses this information to shape the work it does with them. The work of the parent liaison worker enhances this provision and the school has been successful in creating a welcoming atmosphere for parents, carers and pupils.
- Pupils are aware of the dangers they face in society and have a sound understanding of issues such as cyber bullying and e-safety.
- The involvement of pupils as 'ambassadors' enhances the playground behaviour as does the very obvious Tudor Code of Conduct, which is proudly displayed throughout the school.

The leadership and management requires improvement

- The headteacher and senior leaders have an obvious passion for the school and are keen to make improvements. They work together to monitor the quality of teaching, but lesson observations are not sufficiently focused on the impact of the teaching on pupils' progress and learning. Areas for improvement related to teaching are not always followed up by leaders in subsequent observations.
- Since the last inspection, the governors and the local authority have clarified the leadership roles within the school. As a result there is now a more secure capacity for further improvement than at the last inspection.
- There is an appropriate training programme for teachers and professional development opportunities have had a positive impact on provision and outcomes in English and mathematics. Nevertheless, the impact of this training on teachers' work is not monitored with enough rigour.
- The new middle leaders are helping to bring about improvements to the quality of teaching, although some of these appointments are too recent to have secured measurable improvements in terms of pupils' progress.
- The local authority has provided effective support through a recent review of the school and

in the brokering of a partnership arrangement with an outstanding school in a nearby authority.

- The school improvement plan is accurately informed by the school's evaluation of itself, although there is scope for greater clarity in strategic planning in order to bring about rapid improvement.
 - The school's curriculum is well planned and made more interesting for the pupils through a wide range of after-school and lunchtime activities. Spiritual, moral, social and cultural development is given a high priority in the school and can be clearly seen through the many displays in the public areas of the school as well as in the individual class lessons.
 - Partnerships with parents and carers are productive. They are kept well informed and involved in the life of the school and each class has an assigned parent representative. The school's website is useful and provides some good quality information about how parents and carers might help their children.
 - The school's leaders promote some aspects of broader learning and there is an obvious understanding of different faiths and a celebration of other cultures which make up society in modern Britain. The school's promotion of equality is good and contributes to a harmonious school atmosphere.
 - Systems for safeguarding meet statutory requirements.
 - **The governance of the school:**
 - is energetically led by the Governing Body, but requires improvement because it has not taken prompt enough action to bring about rapid improvements to the school's performance
 - has an increasingly accurate view of how the school is performing in relation to standards, although has not yet gathered thorough first-hand evidence of the quality of teaching and its impact on achievement
 - is carefully managing the financial resources available to the school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101299
Local authority	Barnet
Inspection number	404755

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Alison Moore
Headteacher	Judith Stone
Date of previous school inspection	11–12 January 2011
Telephone number	020 8346 6010
Fax number	020 8346 5547
Email address	office@tudor.barnetmail.net

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