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3 December 2012

Mrs Judith Stone
Tudor Primary School
Queen's Road
London
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Dear Mrs Stone

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Tudor Primary School

Following my visit to your school on 03 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, the Chair of the Governing Body and a representative of the local authority. The school improvement, the school's self-evaluation and post inspection action plans were evaluated. Informal discussions took place with pupils.

Context

Since the section 5 inspection, which judged the school to require improvement, a class teacher has resigned and is due to leave at the end of December. The post of information communication technology co-ordinator remains unfilled.

Main findings

The school's action plans have been revised well and realistically incorporate steps needed to address the areas for improvement from the last inspection. The post

inspection action plan includes specific actions, how these actions will be measured for success and the timescales involved. This plan also identifies that the governing body will be informed of the progress made on each action. However, some timescales in the school's action plan to improve the quality of teaching are too slow.

Middle leaders' are making appropriate adjustments to their areas of responsibility based on the previous inspection. Sharper pupil performance meetings are held with teachers. These meetings are giving leaders a better understanding of where pupil support is required across all year groups. The revisions to the curriculum have focused more on writing and providing increased opportunities to write. The improvements to the school council and the Year 6 ambassadors mean that pupils have more opportunities to express their views of their life at school including how much they enjoy the curriculum and their lessons.

The whole school continued professional development activities for teachers have rightly focused on key weaknesses of the last inspection. All teachers have been set individual targets that are linked to raising pupils' attainment especially in literacy. However, some actions to support teachers' to improve their practice have not yet started.

The Chair of the Governing Body is highly knowledgeable of the school's position and the priorities that need to be addressed. Members of the governing body are meeting regularly to discuss the progress school leaders are making on improving pupils' performance. The full governing body as opposed to a selected committee review pupils' progress; this has increased governors' knowledge of attainment across the school. The governing body are not yet holding school leaders to account enough for the time taken to implement some key actions such as teaching improvements. Governors are yet not fully involved in the evaluation of all areas of the school's work and do not make enough of a contribution to the school's self-evaluation.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- *ensure the school's post inspection action plan reflects realistic but shorter timescales to accelerate progress especially to improve teaching*
- *ensure members of the governing body work with school leaders to evaluate the progress the school is making especially in the areas of pupils' achievement and the quality of teaching.*

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority keeps the school's performance under close scrutiny. There have been effective evaluations of the school's work and appropriate assistance given in many areas of the schools work. Support has included; advanced skills teachers supporting teachers in literacy, phonics, numeracy and information communication technology. As a result teachers' planning in lessons has improved. There is also a raised awareness by teachers of the needs of individuals and groups of pupils in their class. The local authority network inspector has made good contributions to senior leaders' assessment of the quality of teaching.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Barnet.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector