

Tudor Court Primary School

Bark Burr Road, Chafford Hundred, Grays, RM16 6PL

Inspection dates 2–3 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make excellent progress in the Nursery because teaching is outstanding.
- Standards in mathematics are especially high by the end of Year 6. The school has successfully tackled the legacy of underachievement in writing and progress is now good.
- The quality of teaching has improved so that most is now good. Some is outstanding.
- Good quality promotion of spiritual, moral, social and cultural development supports pupils' high self esteem and confidence.
- A strong sense of community and belonging is reflected in their good behaviour and enthusiasm for learning. The headteacher is strongly supported by a committed senior leadership team, a knowledgeable governing body, and a developing team of phase leaders who share the ambition to raise standards.
- The school has rigorously addressed areas for improvement since the last inspection and systematic checks are driving improvement in pupils' achievement.

It is not yet an outstanding school because

- There is not enough opportunity for teachers to share outstanding teaching.
- In some lessons the work or resources provided are not matched well enough to the needs of the different children. Work is sometimes too easy for the more able.
- Teachers do not always adjust their teaching to match the pace of pupils' understanding.
- Phase leaders do not drive improvement at a rapid pace because they do not get to see tracking information soon enough to identify and address inconsistencies in the progress of pupils.

Information about this inspection

- Inspectors observed 35 lessons or part lessons, of which 16 were joint observations with senior leaders. They observed teaching in a range of subjects, including phonics (letter patterns and the sounds they represent) and guided reading.
- Inspectors listened to pupils read and attended two assemblies.
- Inspectors looked at pupils' work in lessons and met with groups of pupils to discuss their learning and their views about school. Samples of work were looked at with the acting headteacher.
- Discussions were held with school leaders and staff, representatives from the governing body and the local authority.
- Inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, records relating to behaviour and attendance and the arrangements for safeguarding pupils
- Inspectors took account of 134 responses to the online Parent View survey, spoke informally to some parents after school and reviewed 51 questionnaires returned by staff.

Inspection team

Helena Evans, Lead inspector

Additional Inspector

Sarah Beales

Additional Inspector

Angela Savill

Additional Inspector

Simon Hughes

Additional Inspector

Full report

Information about this school

- Tudor Court Primary School is significantly larger than the average-sized primary school.
- Most of the pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding for children in the care of the local authority, those pupils known to be eligible for free school meals and children of forces families.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has continued to expand since it opened in 1992. This three-form entry school is in the process of increasing to four classes a year. The school currently has four classes in Reception and Year 1.
- The headteacher has started her phased return to school following absence since December 2012.

What does the school need to do to improve further?

- Raise pupils' achievement from good to outstanding by making sure that there is consistent and rapid progress in all year groups by:
 - providing more opportunities for teachers to share outstanding practice
 - making sure that the work set by teachers is more closely matched to the pupils' levels of ability and the more-able pupils are consistently challenged
 - making sure that all teachers adjust teaching to the pace of learning to meet more accurately the needs of all ability groups in the class
- Make sure that the phase leaders contribute to raising standards in their year teams through:
 - having the opportunity to analyse progress information in a timely way and act on their findings.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with skills appropriate for their age. A stimulating environment, well planned experiences and careful monitoring of children's progress help them learn and develop successfully. About half of these children move into the Reception classes where they continue to make good progress. Parents spoken to comment on how happily their children have settled in the school.
- Pupils' achievement has improved rapidly over the past two years. Pupils achieve exceptionally well in mathematics. They make better progress than pupils nationally, and the relentless pursuit to sustain this excellence in mathematics has resulted in an above-average proportion of pupils attaining the higher Level 5 and Level 6 in 2012.
- Standards by the end of Key Stage 1 in 2012 were above average. In the same year the proportion of pupils meeting the expected levels for phonics in the Year 1 national screening was above average. Pupils' skills in reading are good. They read with confidence and enjoyment.
- Traditionally writing has been an area of focus for the school as attainment has not been as strong as in mathematics. While attainment at the end of Key Stage 2 is not as strong as it is in mathematics, pupils still make the progress they should and standards are at least broadly average by the end of Year 6.
- Recent changes to the approaches used to develop writing skills mean that pupils talk enthusiastically about their writing. They share their ideas with each other and talk confidently about themselves as authors and the features of writing that make their work interesting to the reader. For example a Year 1 pupil was able to describe how similes were used in an independent piece of writing linked to 'where the wild things are'.
- Pupils' learning in mathematics is well underpinned by a structured approach to the learning of calculation which is consistently applied through the school. Pupils quickly acquire basic skills of number and they are provided with a good balance of problem solving-activities which develop their knowledge and understanding further.
- The progress that pupils make across the school has varied too much in the past and inconsistencies remain. Pupils make less progress in Key Stage 1 and in Years 3 and Year 4. The school is aware of this and the increased responsibilities given to phase leaders has led to more rigorous checking. Sometimes the more-able pupils are not challenged enough.
- Disabled pupils and those who have special educational needs achieve at least as well as their peers. This is because support is effectively targeted in class and through extra help outside lessons.
- Pupils eligible for the pupil premium make good progress and they achieved at least as well as other pupils in this school and better than similar pupils nationally in 2012. This is because the pupil-premium funding is used effectively to offer booster groups, small-group work and access to after-school enrichment activities.

The quality of teaching is good

- The quality of teaching across the school is now good, and the reason why pupils achieve well. Some outstanding teaching was seen during the inspection but there are too few opportunities for teachers to share this outstanding practice.
- Teaching in the Nursery is outstanding. The staff team work together very well to provide children with an exciting range of opportunities through which to learn highly effectively. This accounts for the very positive start they make when they enter their Reception Year.
- Teaching helps children to achieve well because teachers communicate high expectations, and plan lessons which motivate and interest pupils. A particular strength is the pupils' involvement in their learning. They have a good understanding of their personal learning targets and what they need to do to improve. Dialogue between the teacher and pupils about their learning is evident throughout lessons and through written comments and advice in pupils' books.
- Marking of pupils' work in books is good. Pupils check how well they have done against specific steps to success in lessons and this gives them the chance to focus and reshape their learning.
- Where teaching is most effective, teachers have very good subject knowledge and monitor pupils' progress closely during lessons, intervening at appropriate moments to clarify teaching points and expectations. In a Year 5 mathematics lower-ability set pupils were given the opportunity to develop their reasoning skills through explaining why a number was the odd one out. The teacher used searching questions to encourage and deepen the pupils' thinking.
- On occasion, work is not sufficiently well matched to pupils' abilities and this limits the progress made by some pupils. In a Year 2 mathematics lesson on number sequences more-able pupils were given the same task as other pupils. Many found the work too easy. Learning time was wasted because they were given too many repetitive questions before being asked to move on to more appropriately challenging work.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school at playtime and lunchtimes. Good behaviour makes a significant contribution to pupils' learning and the better progress made by pupils since the previous inspection. Pupils appreciate the respect their teachers show them and respond likewise to each other. They are courteous to visitors and eager to share the pride they have in their school.
- Pupils arrive in classrooms punctually and settle quickly to their work. When groups change activity or pupils move around the school there is minimal fuss and little time is wasted.
- Pupils say they feel safe and know how to be safe, including e-safety. They understand about different types of bullying. They say that in the rare instances that it occurs teachers deal with it very quickly.
- The overwhelming majority of parents are pleased with behaviour in the school and are confident in the school's ability to keep their children safe.
- In the few lessons that require improvement, the behaviour of a small number of children can deteriorate if they lose interest in their work or are not actively involved in their learning.

The leadership and management are good

- The headteacher has effectively managed the pace of change including the increase in pupil numbers following the recent building programme, and a restructure and expansion of the leadership team as this already large school continues to grow.
- The acting headteacher has been ably supported by other senior leaders who have collaborated effectively to secure improvements. Senior leaders are highly ambitious for the school, and consistently communicate high expectations. This drive for improvement is shared by leaders and managers at all levels. All those who completed the staff questionnaire were overwhelmingly positive about the school's leadership.
- The headteacher, deputy headteacher and assistant headteachers check carefully the progress made by pupils. They analyse progress data, carry out regular lesson observations, look at pupils work and check pupils planning. This means that all groups achieve equally well in this inclusive school. Leaders ensure there is no discrimination of any kind.
- The school knows itself well and this enables leaders to set the right priorities for improvement, which have a clear focus on raising achievement still further.
- Procedures for managing teachers' performance have made them more accountable. An effective programme for the monitoring of teaching and well-planned professional development have led to an improvement in the quality of teaching and its impact on pupils' achievement.
- The local authority has provided effective 'light-touch' support for this good school. Leaders talk positively about the consultancy support provided this year. In particular, phase leaders have had the opportunity to develop their leadership skills.
- Phase leaders are relatively new to their role and are not yet playing a significant part in raising achievement and improving teaching. They do not get to see pupil progress data for the year teams for which they are responsible frequently enough. This constrains them from taking swift action to speed up progress and address any inconsistencies in teaching or achievement.
- The curriculum has a strong focus on developing pupils' literacy and numeracy skills. It provides pupils with a range of varied and interesting opportunities for learning. Visits and visitors to school enhance pupils' learning and experiences and help to develop personal skills that prepare them well for the next stage of their learning. Pupils' spiritual, moral, social and cultural development is well supported through the curriculum, making a positive contribution to the life and work of the school.
- **The governance of the school:**
 - The governing body provides good support and challenge to the school. Its members have high expectations, and seek appropriate training to further develop their knowledge and understanding. They know the school well as a result of planned monitoring visits, regular meetings with leaders and more informal visits. They have a clear understanding of the school's strengths and weaknesses and are able to hold the school to account. Effective systems enable the governing body to check pupils' achievement and the quality of teaching across the school. They monitor the performance of the headteacher against school improvement priorities for improving pupils' attainment and progress. They know what is being done to reward good teaching and tackle any underperformance. Governors ensure that pupil-premium funding is spent to best effect and that the school budget is effectively managed. They fulfil their statutory obligations with regard to safeguarding and ensure that the school's arrangements for keeping pupils safe are comprehensive.

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	115057
Local authority	Thurrock
Inspection number	405558

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	777
Appropriate authority	The governing body
Chair	Andrea Ince
Headteacher	Vivienne Northall
Date of previous school inspection	4 July 2011
Telephone number	01375 480662
Fax number	01375 480262
Email address	admin@tudorcourt.thurrock.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

