

Tudor Primary School

Queens Road, Finchley, London, N3 2AG

Inspection dates

26–27 February 2014

Overall effectiveness	Previous inspection:	Requires improvement	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		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement of all groups of pupils is uneven across the school and is sometimes too slow in a few classes. Achievement in writing is slower than other subjects especially in the Nursery and Key Stage 1.
- Teaching varies between classes and subjects and does not help pupils to progress well overall. Activities are not always suitable for pupils' abilities and are sometimes too difficult for some and too easy for others.
- Marking has improved hugely since the previous inspection. It is usually up to date and very detailed. Occasionally it is too complicated for some pupils to understand and teachers do not always provide time for pupils to act on the advice given.
- Teaching assistants are not always deployed well, so their skills are not fully used to help pupils progress.

The school has the following strengths

- Leaders, including governors, have an accurate and detailed understanding of the school. They use this well to drive developments in teaching and achievement. As a result, the school is improving.
- Achievement in mathematics, art and physical education is good. Pupils are positive about learning and enjoy school.
- Pupils behave well and feel safe. Relationships are positive, inclusive and cohesive.
- The school building and site are spacious and well kept.

Information about this inspection

- During the inspection, 20 lessons or part-lessons were observed, 12 of them jointly with the headteacher, deputy headteacher, or either of the two special educational needs coordinators. Teachers of all nine classes, as well as teaching assistants, were observed during the inspection.
- Discussions were held with parents and carers, pupils, governors, a representative from the local authority, senior leaders and staff.
- Inspectors received the views of parents and carers through the 22 responses to the online questionnaire, Parent View, a school questionnaire and informal discussions.
- The inspectors considered the views of staff through the 18 responses to the Ofsted inspection questionnaire, a school questionnaire and discussions.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, pupils' work, checks on the quality of teaching and pupils' achievement, the school improvement plan, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Theresa Mullane

Additional Inspector

Full report

Information about this school

- This school is similar in size to most other primary schools. It has one single-age class in each year group, from Nursery to Year 6 and an additional class in Year 3.
- The proportion of pupils who are known to be eligible for pupil premium funding is higher than the national average. This is additional funding for specific groups of pupils, in this case, those who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, supported at school action, is higher than the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A very high proportion of pupils are from a wide range of minority ethnic groups. The proportion of pupils who speak English as an additional language is also much higher than in most other schools. About 20% of the pupils are at early stages of learning English.
- The proportion of pupils who start or leave the school at times other than the start of Nursery or end of Year 6 is much higher than in most other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- There have been several changes of staff since the previous inspection. Some teachers, notably in Key Stage 1, are newer to the school and to the teaching profession. The Nursery teacher has been absent due to ill health and has very recently resigned. A supply teacher has covered her position since Autumn 2013.

What does the school need to do to improve further?

- Raise achievement by improving the quality of teaching through making sure that:
 - activities and explanations are suitably challenging for all pupils and not too easy or too difficult
 - marking clearly shows pupils how to improve and that all pupils are given time to respond to this and to learn from their mistakes
 - teaching assistants are deployed effectively to help pupils' learning in lessons and intervention groups.
- Improve achievement in writing, especially in the Nursery and Key Stage 1, by making sure that all pupils understand explanations and know how to carry out tasks they are asked to do.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress for all groups of pupils, including those who join the school in the middle of the year, or who are from minority ethnic backgrounds, is too slow in some classes. This is because activities and explanations are sometimes too difficult or easy for some pupils and teaching assistants are not always deployed sufficiently well to support learning.
- Although improving, progress in writing, particularly in the Nursery and Key Stage 1, remains slow. At the end of Year 2 in 2013, attainment in this subject was significantly below the national average but had risen considerably by the end of Year 6. Leaders are well aware of this and have provided suitable training, which is beginning to have a positive impact on results.
- Attainment in reading, writing and mathematics is rising. In 2013 attainment at the end of Year 6 was significantly above the national average. This is a big improvement from only the year before, when it was significantly below most other schools. Achievement in the Early Years Foundation Stage requires improvement. It is good in the Reception class where children develop well through a range of well-planned and well-focused activities. It is weaker in the Nursery. Resources for writing are not always used sufficiently frequently or effectively.
- Progress in reading, writing and particularly mathematics is improving rapidly. In Key Stage 2 in 2013, all pupils made expected levels of progress in reading and mathematics. Almost 60% made more than the expected two levels of progress in mathematics. The proportion of pupils reaching the higher Level 5 at the end of Year 6 was significantly higher than in most other schools. Some pupils are currently on track to reach Level 6 at the end of 2014.
- Pupils known to be eligible for the pupil premium progress in line with, and sometimes better than, others. They benefit from support financed by pupil premium funding for a learning mentor and additional teaching assistants. At the end of Year 6 in 2013, these pupils were a term ahead of others in writing and broadly in line with others in mathematics and reading. Thus equality of opportunity is driven well and any discrimination for these pupils is reduced.
- The achievement of more able pupils requires improvement. They often have to wait for others when the whole class is taught together, which slows their progress overall. For example, in one Key Stage 2 English lesson, all the pupils were asked to write spellings on whiteboards. More able pupils finished quickly and had to wait for others before they could move on.
- Some disabled pupils and those with special educational needs make good progress. Some pupils with statements of special educational needs read well and recognise shapes and angles around the school. Others make much slower progress because teaching assistants are not deployed effectively or because activities are sometimes too difficult. Overall, their progress requires improvement, especially in writing.
- The achievement of pupils who speak English as an additional language varies and has improved. In 2013 their attainment was above the national average at the end of Key Stage 1 and 2. . These pupils generally develop English quickly because communication is promoted well in a range of lessons and lots of activities are practical and visual. However, across the school there are pockets of slower progress, especially in writing, because activities and explanations are not always suitable for them all.

The quality of teaching

requires improvement

- Teacher's instructions, particularly where teachers are newer to the school, such as the Nursery and Key Stage 1, are not clear enough for pupils to progress well, especially in writing. Pupils do not always understand explanations or tasks. For example, pupils in one class were asked to

copy reasons why new pupils should choose to come to Tudor Primary onto whiteboards without being able to read these well. Progress was slow even though pupils were diligent and tried hard.

- The valuable work of teaching assistants is reduced because they are not always deployed effectively. For example, their skills are rarely drawn upon in whole-class introductions, reducing the possibility of additional explanations and support for pupils who need them.
- Teachers' marking and feedback to pupils, although very effective in some classes, lack consistency across the school. Not all teachers provide clear enough advice for pupils about how to further improve their work. Teachers do not always make sure that pupils follow up this advice by applying it, improving their work and learning from their mistakes.
- All teachers have had effective training in writing. Some are putting this into practice better than others, and here, achievement in writing is improving. Some who are newer to the school and newer to teaching, notably those in Key Stage 1 and the Nursery, are not yet implementing the training effectively for all their pupils.
- Teaching is effective in the Reception class. A wide range of imaginative and well-planned activities is provided inside and outside. These provide a good range of tasks which are led by adults and others and which children can choose and carry out independently. During the inspection one group of children spread tomato paste and chopped peppers to make a real pizza with the teacher. Another group worked together selling ingredients in a role-play shop, while others carefully selected and stuck different materials, including tissue and crepe paper, to make their own craft pizzas. These activities all helped children's language, physical, social and creative skills well.
- Mathematics is taught well. New resources were purchased and introduced a year ago. This is very structured, visual and practical, helping a wide range of pupils achieve well, including those new to speaking English.
- Teaching in many year groups especially in classes of older pupils is effective. Explanations are clear and calm and pupils' work in a range of subjects is accurate and well presented. In a particularly effective art lesson during the inspection, pupils showed high levels of artistic care and skill in detailed observational drawings.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They show good attitudes to their learning, even when teaching does little to inspire or motivate them. Pupils are invariably keen to learn and quickly do as they are asked. They try hard and persevere, even when activities are slightly too difficult or too easy for them. For example, in a Key Stage 1 mathematics lesson on weight, pupils tried very hard to use scales and wrote down answers, even though a few less able pupils did not fully understand the task.
- Disruption in lessons around the school is very rare and few pupils require behaviour management.
- There are marked improvements in the behaviour of pupils who have sometimes found this difficult. The few instances of exclusions have been beneficial. These pupils have returned to school contrite and ready to learn.
- Pupils are keen to help and willingly take up a range of roles and responsibilities around the school. Pupils apply for roles such as school ambassadors, peer mediators and family circle leaders. Ambassadors have special blazers to wear and are rewarded with payment of vouchers for their work. These roles successfully raise pupils' esteem, pride in their school and help prepare them for the world of work.
- Most pupils are kind, considerate and inclusive. They appreciate each other and respect their own and others' cultures, customs and beliefs.
- The school's work to keep pupils safe and secure is good. Systems to safeguard pupils' health and safety are robust and well organised. Risk assessments are in place and leaders, including

governors, are well trained.

- Pupils say they feel safe because they know that staff, including teachers and the learning mentor, as well as friends are there to help them. They know what to do and how to respond. They also know that older pupils in the school including 'peer mediators' will support them and help them with any concerns, or issues, which might arise.
- Pupils have a good understanding of different forms of bullying, including verbal, physical and cyber bullying, and of potential dangers linked with social networking sites. They are confident that bullying rarely happens at school, but know what to do if it does occur.

The leadership and management

are good

- Leadership has improved since the previous inspection because of effective links with other schools, considerable training of leaders at all levels and a sharper focus on teaching and achievement. It is having a positive impact on teaching and achievement. The proportion of good teaching is increasing and rates of achievement are rising.
- Leaders, at various levels, including subject coordinators, have introduced new approaches to teaching and learning and keep a very close eye on how well each pupil is achieving. They have very frequent meetings with each class teacher to discuss this and are identifying and addressing pockets of slower achievement increasingly quickly and effectively.
- Leaders have improved aspects of teaching in reading, writing and mathematics. In 2013 attainment was significantly above the national average. There have been changes of staff and leaders have eradicated teaching which was inadequate. They observe teaching frequently and have a highly accurate view of its relative strengths and weaknesses. They provide helpful feedback to teachers on how to improve and effective training, which has had a particularly positive impact on mathematics.
- Primary sports funding is used effectively to employ a sports coach and supplement the hours of a teaching assistant to run sports clubs at lunchtime and after school. These are popular and well attended, helping pupils' health, fitness and well-being. Pupils are enthusiastic about sports and fitness and are successful in local competitions. Both the girls' and the boys' football teams are current champions in their league.
- Pupils enjoy the wide range of subjects which leaders provide. These are supplemented well by a range of trips and events, such as the 'Tudor's got talent' show, as well as visits to the local church and mosque and science week. These successfully help pupils' enjoyment, motivation and achievement, as well as their spiritual, moral, social and cultural development.
- Parents and carers, pupils and staff are positive about the school and the way it is improving. Parents and carers say they can see how much more focused staff are and how much better lots of aspects, including teaching, are.
- The local authority has provided effective support and training for the school since its previous inspection. It has provided valuable links with other schools and networks for various leaders including the headteacher.
- **The governance of the school:**
 - Governance has improved since the school's previous inspection and is now good. Governors are well trained and have an accurate understanding of how well teaching and achievement compare with other schools. They recognise recent improvements, but also know that more improvements are needed, especially in some classes and in writing. They are astute, supportive and challenging. The level and quality of open debate are high, resulting in greater awareness about the school's strategic decisions and developments. They give high priority to safeguarding and meet all their statutory duties well. For example, the whole governing body has been trained in safer recruitment procedures. Long serving governors carefully selected and recruited new governors who could strengthen and expand skills they already had. The governing body is currently full. It has a broad range of skills and experiences and represents

many of the different groups within the school. It manages finances well. It knows how additional money, such as primary sports and pupil premium funding is spent, as well as its positive impact on pupils' achievement, health and well-being. Its systems to ensure that teachers, including the headteacher, are held to account and rewarded for effective work, especially outcomes for pupils, are rigorous.

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	431626

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	225
Appropriate authority	The governing body
Chair	Alison Moore
Headteacher	Judith Stone
Date of previous school inspection	26–27 September 2012
Telephone number	020 834 66010
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