

# Tudor Primary School

Tudor Road, Southall UB1 1NX

## Inspection dates

23–24 February 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- In the past, senior leaders and governors have not focused on improving teaching or pupils' achievement in writing quickly enough. As a result, there remains a legacy of poor academic achievement and too many pupils have fallen behind in writing. Many pupils do not reach the standards they should in writing by the end of Key Stages 1 and 2.
- Attendance has declined since the last inspection. It has been below national averages for the past three years.
- The quality of teaching, learning and assessment is not consistently good across the school. As a result, outcomes for pupils require improvement, particularly in writing, as teaching does not challenge pupils well enough, especially the most able.
- Leaders do not check the impact of their actions on pupils' outcomes well enough. The monitoring of the priorities in the school's action plans is not linked closely enough to improvements in teaching and their impact on pupils' outcomes.

### The school has the following strengths

- Senior leaders have quickly put into place support for staff who are new to their leadership roles and those who are at an early stage in their teaching career. As a result, teachers and middle leaders are developing as a professional team determined to improve outcomes.
- The teaching of phonics (the sounds that letters make) is effective.
- The behaviour and safety of pupils are good, as are their attitudes to learning. Good relationships exist between pupils and adults.
- Provision in the early years is a strength of the school. Effective teaching helps children make good progress from their often low starting points.

## Full report

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

- Improve leadership and management at all levels, including governance, to monitor the school's priorities more effectively, by making sure that:
  - action planning incorporates clear and measurable criteria so that leaders and governors can check more closely the impact of these actions on improving teaching and pupils' outcomes
  - clearly identifying on action plans the individual roles and accountabilities, so that monitoring is not being led by those responsible for leading the same action.
- Accelerate pupils' progress, particularly to improve writing outcomes so that they are at least in line with national expectations, by ensuring that teaching challenges pupils well enough, especially the most able.
- Ensure that school attendance continues to rise for all pupil groups and is consistently in line with or above the national average.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders, including governors, have not improved pupils' achievement in writing since the previous inspection. They have not ensured that the improving attendance levels, reported at the last inspection, have been maintained. Consequently, pupils' attendance declined from 2013; in 2015 it was in the lowest 10% nationally for all pupils and all pupil groups.
- Considerable staffing changes have occurred since the last inspection, contributing to variabilities in teaching. Over half of the 15 class teachers have joined the school since September 2015. Of these, three are employed through agency contracts and three are newly qualified teachers. Many teachers in the school are at an early stage in their teaching career.
- Leaders and governors are realistic and recognise that recruiting experienced staff has been difficult. The headteacher has thought carefully about how to reduce staff turnover and has put in place systems so that good teachers have a chance to accept greater responsibility within the school.
- Many of the recently promoted middle leaders are in their first few years of teaching, some having just completed their probationary years. Senior leaders are successfully providing good training and support for staff who are new to their leadership roles and those who are at an early stage in their teaching career. As a result, teachers and middle leaders are developing as a professional team determined to improve outcomes. However, these initiatives are yet to impact positively on all pupils' outcomes, and inconsistencies across classes and subjects still remain.
- Good leadership support is being provided by the local authority through the school's link officer who is tailoring support for the school's middle leaders and has supported joint lesson observations in literacy. Newly qualified teachers speak highly of the support provided by the local authority and the school's leadership team.
- At the start of the year, leaders planned for pupils across the school to learn about fundamental British values and put in place an assembly rota to support the study of different world religions. However, some parents feel inclusion could be promoted better by school leaders, particularly around racial diversity. Older pupils expressed to inspectors a wish to learn more about other cultures.
- Pupils confirmed that opportunities are not available for a regular, daily collective act of worship or reflection outside the set timetabled activities. Discussions with pupils identified a confusion around racism, religion, culture and the study of countries, highlighting weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development. For example, when studying countries across the world, class displays focused on the poncho for Mexico, animals in the jungle for Kenya and a variety of tropical fruits for Jamaica. Pupils were able to name some key religions but were unable to demonstrate an understanding of the different faiths. Learning in pupils' topic books around religious education is less developed.
- The school provides pupils with the opportunity to study the national curriculum and this is enhanced by visits and trips. Pupils in Year 4 eagerly told inspectors about how much they had enjoyed their visits to an Anglo-Saxon village as part of their studies, and to a local business to make pizzas when finding out about Italy. A residential visit for older pupils provides them with opportunities to engage in outdoor and adventurous activities, and to put into practice all they have learned about keeping themselves and others safe.
- The school is committed to supporting pupils' safety. A recent safeguarding committee was established last term and includes the link who has started visiting the school to gauge an overview of practices. Leaders acknowledge that this role should be further developed to ensure that checks are in place to monitor the robustness of systems rather than relying on updates from school staff and leaders. Staff and governors have undertaken recent safeguarding training which has incorporated training on female genital mutilation (FGM) and the Prevent agenda; a Prevent action plan is in place.
- Leaders ensure that the pupil premium supports the learning and achievement of eligible pupils effectively. The primary sports premium funds a part-time specialist coach who provides PE support alongside class teachers and delivers lunchtime and after-school clubs, increasing pupils' access to a range of sports.
- Leadership of the early years continues to ensure good provision.

### ■ The governance of the school

- Governors have not monitored the school's work with sufficient rigour. As a result, the required action identified at the previous inspection, to improve pupils' achievement in writing, has not been addressed. Outcomes remain low in this area.
  - A new Chair and vice-chair of the Governing Body were elected in the autumn term. They are aware of the need to tighten the monitoring of the impact of initiatives and aspects are now being addressed through training and development.
- The arrangements for safeguarding are effective. Records are kept and timely referrals made to external agencies. However, although leaders keep records securely, these records are not readily available in one location. Senior leaders acknowledge that more efficient systems for record-keeping should be developed so that key professionals can access records swiftly.

## Quality of teaching, learning and assessment **requires improvement**

- Since the last inspection, there have been many changes in staffing. Systems are being established to ensure consistency of practice, particularly in the teaching of writing, reading and phonics. However, teaching is not consistently good because some variability in teaching, learning and assessment remains.
- Teachers make good use of their subject knowledge to plan lessons and activities. However, teaching does not yet challenge pupils well enough, particularly the most able. Teaching assistants are not always able to re-shape the activities planned according to the needs of the pupils they are supporting. Challenge for the most able is not consistently provided through supporting pupils' mathematical reasoning skills. Teaching is not always adapted to move pupils on to richer, deeper and more meaningful learning challenges, and on these occasions pupils' learning slows.
- There are some examples of constructive marking in pupils' books in line with the school's policy. As a result, pupils know what they have done well, how to improve and are aware of the expectation to implement their new learning in future work. However, inconsistencies in the application of the school's marking policy remain.
- Phonics teaching across Key Stage 1 is a strength and is developing well. Consistency of teaching is enabling pupils to spell phonetically plausible words of increasing complexity. However, the teaching of spelling strategies to enable pupils to spell more accurately in order to improve their writing and accelerate their progress is less well developed. As a result, common words are mis-spelt as pupils move through the school.
- Staff training and the recent introduction of more creative, extended writing opportunities are allowing pupils to write for a real purpose. A range of opportunities to extend pupils' literacy skills across the curriculum is developing well through the many writing experiences provided through their topic work.

## Personal development, behaviour and welfare

**is good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Senior leaders undertake appropriate health and safety checks to ensure pupils are safe. Records and logs scrutinised by the inspection team demonstrated that robust risk assessments and systems are in place.
- Pupils are safe in school. The school develops pupils' awareness of how to keep themselves safe, for instance when using the internet. They know about a range of bullying issues and are secure in the knowledge that adults will listen to them and follow up any concerns. They are aware of healthy lifestyles and the importance of eating healthy foods.

### Behaviour

- The behaviour of pupils is good.
- Good relationships exist between pupils and adults. Pupils are polite and cooperate well with each other in lessons and at play. School records show that incidents of poor behaviour are followed up and dealt with thoroughly. The school environment is tidy and litter-free.

- Pupils' attendance at the school is now average and persistent absence rates are reducing as a result of the use of a good number of strategies implemented at the start of the academic year. However, prior to this, attendance had declined and persistent absence rates had risen. Attendance has been below national averages for the past three years and the persistent absence rate was more than double the national average in 2015.

## Outcomes for pupils

## require improvement

- Standards remain low in some parts of the school and pupils' outcomes require improvement. School leaders are aware of the low academic achievement that remains and the inconsistencies across classes and subjects. Although pupils are making better progress, it is not yet good enough to raise standards further, particularly in writing. As a result, current school data show that the percentage of pupils achieving age-related expectations in writing by the end of the year remains low, despite good progress since the start of the year.
- Following recent initiatives to improve writing opportunities, work in pupils' books shows that most are now making at least expected progress. However, pupils have fallen behind in the past and teaching over time has not been good enough to ensure they catch up quickly. In 2015, the percentage of pupils attaining the national standard in writing at the end of Key Stage 2 was below the national average and has decreased since 2014. Leaders are clear that writing is still an area of focus.
- Despite strong outcomes at the end of the early years, attainment by the end of Year 2 has remained below national averages in all areas for the last two years. However, pupils at the end of Key Stage 2 achieve well in mathematics and the proportion of pupils attaining above national expectations has increased during the last two years. In Year 1, effective phonics teaching and consistency of practice have maintained the above national outcomes in the 2015 Year 1 phonics reading check.
- Effective use of the pupil premium is resulting in disadvantaged pupils making good progress and attaining levels that are in line with all pupils nationally.
- School data for current pupils show that those with special educational needs are making at least expected progress from their low starting points.

## Early years provision

## is good

- Children enter the school with skills and abilities generally below those expected for their age. From these starting points, they make good progress and catch up quickly. In 2015, the percentage of children reaching a good level of development remains above that expected for their age. As a result, children are prepared well for Year 1. Additional funding supports the learning and achievement of eligible pupils effectively; it is leading to improvements in communication and language for this group.
- The new early years leader is well supported by the assistant headteacher; together, this leadership is ensuring good provision and typically good teaching. Detailed tracking of data by the head of the early years is supporting staff in planning learning experiences that are appropriate to the children's stage of development and interests. Learning journals track children's progress but do not consistently identify the next steps in their learning. However, these are discussed at team meetings and activities are planned accordingly.
- Good relationships exist between children and adults. Systems are in place to support communication between parents and staff, and opportunities are in place to share effective assessment practice with other schools. Children's good attitudes to learning, together with the good relationships seen, are ensuring that the early years is a safe place in which to learn.
- Classrooms are bright, with many number- and language-rich displays to support children's learning well. Ongoing review and development of the outdoor area are ensuring that a full range of activities is available to support children's development in all areas of their learning.
- Children's writing profiles demonstrate good progress since the start of September. However, the many exciting and inviting independent writing opportunities available to further accelerate progress are not regularly taken up by the children, including the most-able learners. As a result, there are fewer opportunities, particularly for the most able, to practise and develop extending their writing further. Leaders have identified the need to encourage all children to engage independently with writing activities to support improvements in whole-school writing.

## School details

<b>Unique reference number</b>	101913
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10001157

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	453
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Manjit Singh Sahota
<b>Headteacher</b>	Jaskawaljeet Kalra-Phull
<b>Telephone number</b>	020 8571 4818
<b>Website</b>	<a href="http://www.tudorprimary.co.uk">www.tudorprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@tudor.ealing.sch.uk">admin@tudor.ealing.sch.uk</a>
<b>Date of previous inspection</b>	2–3 February 2011

## Information about this school

- This school is larger than the average primary school. The school has expanded since the previous inspection. There are now two classes in each year group.
- There are 50 part-time places in the school's nursery, comprising 25 part-time morning places and 25 part-time afternoon places.
- Just under half of the pupils are from Indian backgrounds. Pakistani, Black African and Bangladeshi account for the next largest ethnic groups. The proportion of pupils from minority ethnic groups is high.
- The proportion of pupils who speak English as an additional language is high.
- The proportion of pupils with special educational needs or disability is in line with the national average.
- The proportion of disadvantaged pupils supported through the pupil premium funding is above the national figure. The pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils joining the school at other than normal times is high.
- The school meets the government's floor standards, which set out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning in 27 lessons or parts of lessons in all year groups; 14 of these observations were made jointly with senior leaders. On the first day of the inspection, members of one of the Year 6 classes were on a school visit.
- Inspectors observed pupils at other times of the school day, including during play- and lunchtimes, and on arrival at the start of the school day.
- Inspectors held discussions with groups of pupils, staff and members of the governing body. A telephone conversation was held with a representative of the local authority. Inspectors listened to pupils read, looked at work in pupils' books and scrutinised the school's information showing pupils' progress and attainment.
- Inspectors examined a range of documentation provided by the school, including the school's own self-evaluation. Records relating to behaviour, attendance and safeguarding were also considered.
- Inspectors took account of the nine responses to the online questionnaire, Parent View, and the responses to the school's own recently completed parent survey. Inspectors also considered the 25 responses to Ofsted's optional, online staff survey. Inspectors met a number of parents informally to hear their views of the school. These meetings took place before the start of the school day.

## Inspection team

Jean Thwaites, lead inspector	Her Majesty's Inspector
Joanna Franklin	Ofsted Inspector
Shaheda Karim	Ofsted Inspector
James Robinson	Ofsted Inspector
Margaret Warner	Ofsted Inspector

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