

Tudor Primary School

Queen's Road, Finchley, London N3 2AG

Inspection dates

8–9 June 2016

Overall effectiveness

Good

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher's reflective leadership has brought clarity of expectations for teaching and greater rigour when checking the impact of teaching on pupil outcomes.
- The partnership within the federation is a major factor in the school's improved performance.
- New governing body arrangements are effective in bringing the two schools together and challenging leaders to raise performance in both.
- Teaching is good and improving. As a result, outcomes are rising. Several teachers have a strong classroom presence and teach with confidence using interesting methods and resources.
- The school views safeguarding and the welfare of the pupils as uppermost in importance. Any emerging concerns are given the highest priority by all staff.
- Learning in the early years is promoted well by a wide range of interesting activities and effective adult engagement with the children.
- Pupils behave well. They are considerate to others and polite at all times.
- Pupils are enthusiastic learners. They are proud of their work and take care over its presentation.
- The school promotes well the pupils' spiritual, moral, social and cultural development. Pupils understand clearly the school values and strive hard to become 'learning heroes'.
- Pupils feel safe and secure. They are confident that they can always talk to someone about any concerns and say that the headteacher deals with any problems well.

It is not yet an outstanding school because

- There is not yet sufficient leadership capacity in some areas to securely maintain recent improvements and particularly to share good practice in teaching.
- Not all teachers spot quickly when pupils have mastered new learning and are ready to move on. This can limit challenge for the most able.
- Teaching in mathematics and science does not provide enough opportunity for pupils to apply their skills through investigations and practical activities. This means they do not always have a deep understanding of new concepts.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers spot more quickly when pupils are ready to move on with their learning and so challenge the most able more consistently
 - pupils are regularly provided with the opportunity to apply their skills in mathematics and science to investigations and practical activities.
- Develop leadership capacity further so that improvements can be maintained and good practice within the school systematically identified and shared.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has brought increased drive and focus to the work of staff. They say there is a much clearer direction for their work now, along with greater enthusiasm and stronger teamwork. The priority this year of improving teaching and outcomes in reading and writing has proved successful. The headteacher has identified that mathematics now needs the same attention.
- By using partnerships effectively, the school has gained access to a wide range of expertise. This includes from the partner federation school. The local authority helped bring the federation schools together and has supported the link to a consultant headteacher who provided additional challenge for senior leaders.
- The performance of teachers is carefully managed so that teaching continues to improve. Action to meet targets the headteacher sets is linked closely to individual training opportunities. Currently, this does not always include systematically sharing the strongest teaching practice within the school.
- The impact of other leaders is developing, but they do not always have the skills or a clearly defined role to support rapid improvement in the areas they lead. Extending leadership capacity further is seen as a key priority by the headteacher if recent improvements are to be maintained.
- The core values of 'Learning together, growing together' help to promote an understanding of the values that underpin British society. Pupils experience diversity through visitors, parents and other pupils sharing features of their cultural backgrounds. The celebration of festivals such as Global Citizenship Week also strongly promotes an understanding and respect of others.
- The curriculum has breadth and the interesting topic themes motivate the pupils. Writing is promoted well across subjects, but enquiry skills are not receiving sufficient attention in mathematics and science.
- Pupils like the wide range of clubs and other activities. They say it is now fairer as everyone can take part. Sports premium is used well to ensure that pupils can develop a healthy lifestyle. It has helped to improve pupils' skills, increase their participation in sport and develop the confidence and expertise of teaching and lunchtime staff.
- The pupil premium is used well to support disadvantaged pupils in making good progress. Some slight changes in its deployment this year are enabling the school to target this funding even more closely on the needs of individual disadvantaged pupils and to raise their aspirations.
- **The governance of the school**
 - The governing body has been instrumental in helping the schools to come together within the federation. They are looking towards the schools developing joint policies so the strongest practice can be better identified and shared.
 - Governors bring considerable expertise to their various roles. They have the skills to interrogate assessment and other information rigorously so that they can challenge leaders meaningfully about school performance. They are fully aware of where teaching strengths lie and the action the headteacher is taking to bring about greater consistency and improvements.
 - Governors listen to parents and so know they feel their children are very safe and happy in school. Governors undertake their responsibilities for safeguarding very seriously and check carefully that policies are being implemented correctly.
- The arrangements for safeguarding are effective. Training and regular updates to reflect national changes help staff to stay vigilant. Close links with families mean that the school can put in place support quickly where they face challenges that might make their children vulnerable. When pupils move to another school, staff check carefully that they have not gone missing and can account for their whereabouts.

Quality of teaching, learning and assessment is good

- Consistently good teaching has become more evident over the last year. This is because the headteacher has made her expectations clear while encouraging teachers to show their individuality. They manage the pupils' behaviour well so that learning is unhindered by major distractions. Classroom displays support learning, particularly in literacy, by giving pupils something to refer to at every stage of their work.
- When teaching has the greatest impact on the pupils' learning, teachers make it clear that they have high expectations, such as requiring pupils to answer in full sentences and explain their reasoning. Their own confidence, generated by secure knowledge of what they are teaching, rubs off on the pupils. Interesting methods and resources are deployed to help pupils to understand new ideas and retain their attention.

- Pupils are clear about where they can improve their work. This has become sharper as recent changes to the marking policy become embedded. Pupils value individual conferences with their teachers as they say this helps make it clear to them what the next steps in their learning should be.
- Writing is taught well as pupils see it has a purpose. This makes writing more relevant and sparks their interest, particularly of boys. Teaching of writing stimulates imaginations in many ways, such as through video clips, role play and pictures. Where appropriate, opportunities for writing are linked to topic themes.
- Teaching of mathematics focuses sharply on developing secure calculation skills. Year 6 pupils also have the opportunity regularly to apply these skills to problems, puzzles and investigations. This is seen less in other years, where pupils do not consistently deepen their understanding of new concepts.
- In science there are insufficient opportunities for pupils to carry out investigations. Skills of scientific enquiry are not developed progressively as pupils move through the school.
- Teachers are quick to spot where pupils are falling behind. They adapt teaching or direct support to meet gaps in learning. They do not always take the same swift action when pupils have secured new skills and are ready to move on. This can lead to the most able pupils not always being challenged sufficiently.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils are very keen to share their learning and talk about how their teachers help them to learn. They are very proud of their school. The response of a pupil in assembly encapsulated this well when saying, 'If Tudor was a game it would be a jigsaw puzzle because there are lots of different pieces that fit together to make a lovely picture.'
- Pupils are given a wide range of responsibilities, including being able to start and organise their own clubs with adult support. They feel that staff value their opinions and ideas. They raise funds for charity, act as ambassadors for the school and help resolve problems as peer mediators.
- Pupils say teachers are friendly and help them if needed. Any concerns they have, such as about rare instances of bullying, are dealt with swiftly. Pupils say they know how to stay safe, such as through projects that show how to take care and use the internet properly.
- Pupils learn about other customs, cultures and religions, helping them to develop respect and tolerance of others. As one Year 6 pupil said, 'In this school we all get on – it doesn't matter where we come from.' They welcome newcomers and help them to settle into routines smoothly and swiftly.

Behaviour

- The behaviour of pupils is good.
- Pupils know that following rules keeps the school orderly and helps them to learn. If they fall below the high expectations of their behaviour, they know they should reflect on why and strive to make amends.
- Most pupils behave well in lessons and respond very quickly to their teacher's expectations. They are attentive and keen to respond to questions. They tackle tasks together sensibly and discuss ideas openly. Any very occasional loss of concentration is usually when work does not make them think enough.
- The atmosphere outside is one of happy and energetic play. Boys and girls are involved together in a wide variety of games, some with adult support, while others organised themselves.
- Attendance has improved since the previous inspection. This has been achieved by carefully monitoring absence, meeting with parents to emphasise the importance of regular attendance and rewarding pupils for high levels of attendance and punctuality.

Outcomes for pupils are good

- Pupils are generally prepared well for secondary school. They now make consistently good progress across the school. Attainment varies in each year group because not all newcomers are at the school for long enough to reach expectations for their age. Pupils currently in Year 6 have made good progress across key stage 2 and particularly so over the last year.
- Progress across key stage 1 has also improved. Having fallen in 2015, Year 2 attainment has risen this year, with a higher proportion of pupils working at greater depth than previously in reading, writing and mathematics.

- The most able pupils mostly make good progress when challenged to think deeply about what they are doing. In most year groups, but not all, they are extending their learning and working at greater depth than expected for their age.
- Improved teaching is enabling pupils to make good progress in phonics (letters and the sounds that they make). Attainment has risen in Year 1 and most pupils who attend Reception reach the expected standard. Almost all pupils who did not reach this level as Year 1 pupils last year have managed to do so in Year 2.
- The pupils' writing is imaginative and the vocabulary they use increasingly ambitious. Pupils develop secure number skills including their mental recall of number facts. However, their enquiry and investigative skills are not developed enough in mathematics and science.
- Pupils who have special educational needs or disability make good progress. The early assessment of their needs enables support to be carefully targeted and adjusted to have the maximum impact on outcomes.
- Pupils new to speaking English generally make good progress because staff continually promote their language development. When their language skills are secure, their attainment rises, although some are at the school for too short a time to reach expectations for their age by the end of Year 6.
- Disadvantaged pupils make good progress. Attainment gaps with other pupils nationally vary, because numbers of disadvantaged pupils can be small in each cohort and are influenced by other factors. These include being at an early stage of learning English or having special educational needs or disability.

Early years provision

is good

- Effective leadership, along with support from a local authority consultant, has brought much improvement to provision and outcomes in the early years since the previous inspection. Teaching is now good and children behave well at all times. Children feel safe and happy because they know all adults have their welfare as the highest priority. Relationships between children and adults are warm and trusting.
- Children make good progress in the early years, preparing them well for learning at key stage 1. Successful action has been taken to improve writing, which had previously been the weakest aspect of their learning. Every opportunity is taken to promote writing, and particularly to find activities that hold the interest of boys. Classrooms are full of displays and activities to promote literacy, but there is less emphasis on mathematics.
- Adults encourage children to develop their own ideas and give them the opportunity to select further challenges. Children are thoughtful and inventive in the way they explore resources and initiate their own ideas. They become absorbed in what they are doing and concentrate for considerable periods of time.
- Children collaborate on activities and support each other's learning well. They enjoy choosing resources and work happily together. Reception children are keen to share their learning with those in the Nursery when working in the shared and well-resourced outside classroom.
- The wide range of interesting learning activities is thoughtfully chosen to meet the needs and interests of the children. Learning inside is linked carefully to the outside. Adult interaction with children is timely. They skilfully promote and extend their learning and language at every opportunity.

School details

Unique reference number	101299
Local authority	Barnet
Inspection number	10009161

This inspection 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	242
Appropriate authority	The governing body
Chair	David Fox
Headteacher	Sally King
Telephone number	020 8346 6010
Website	www.tudor.barnet.sch.uk
Email address	office@tudor.barnetmail.net
Date of previous inspection	26–27 February 2014

Information about this school

- This school is average in size compared with other primary schools.
- Most pupils are from a wide range of minority ethnic backgrounds. Over one fifth of pupils are of Other White heritages.
- Three quarters of pupils speak English as an additional language. This figure is high.
- The proportion of pupils who have special educational needs or disability is broadly average.
- The proportion of pupils supported by funding through the pupil premium is above average. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals.
- Children in the early years provision attend the Nursery either part time or full time and the Reception class full time.
- The school provides child care before school. Care after school is provided by a private group and is inspected separately.
- The proportion of pupils who join or leave part-way through their primary education is much higher than in most primary schools.
- The school formed The Squires Lane Learning Federation with Manorside Primary School in September 2015. The federation is led by an executive headteacher and a single governing body. The school has experienced considerable staff turnover since its last inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's website meets requirements on the publication of specified information.

Information about this inspection

- Inspectors observed pupils' learning in 20 lessons. School leaders accompanied inspectors to four of these. They looked at work in pupils' books from the current academic year.
- Meetings were held with groups of pupils, school staff, with the chair of the governing body and with three other governors. A meeting was also held with a representative from the local authority.
- Inspectors took account of the 42 responses to Ofsted's online Parent View questionnaire and written contributions from 22 parents. They also met informally with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 21 responses to the staff questionnaire.

Inspection team

Martin Beale, lead inspector

Ofsted Inspector

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Ofsted Inspector

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