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Mrs Jaskawaljeet Kalra-Phull
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Dear Mrs Kalra-Phull

Requires improvement: monitoring inspection visit to Tudor Primary School

Following my visit to your school on 17 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 February 2016. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.

The school should take further action to:

- build on the changes made to maintain the better progress all groups of pupils are making to exceed expected standards in reading, writing and mathematics
- ensure that the recently constituted governing body is well trained and equipped to hold leaders to account for the school's effectiveness.

Evidence

During the inspection, meetings were held with you, other senior and middle leaders, members of the governing body and a mentor to discuss the actions taken since the last inspection. A discussion took place with a group of pupils and a telephone conversation was held with a representative of the local authority. The school's self-evaluation and development plan and a review of actions taken were evaluated. Short visits were made to lessons with senior leaders to scrutinise pupils' writing. A range of other documents was considered, including records of the local authority's monitoring visits, minutes of governors' meetings, information on pupils' current progress and attendance, and systems for safeguarding pupils.

Context

Following the section 5 inspection, half of the teaching staff moved on for either personal reasons or because it was the end of their contract. Recruiting and retaining well-qualified and experienced teachers is a challenge across the local authority. However, stability in staffing is now assured. You have successfully researched into and contracted a training provider to train qualified and experienced teaching assistants to gain their teaching qualification while they are working as class teachers. You have brokered support from an experienced teacher to support all trainees. This plan is working well. You have worked with the local authority to broker support and joint moderation from three well-established local schools. The number of pupils who join the school at different times continues to increase each term. Most are at the early stages of learning English.

Main findings

You and other senior and middle leaders have moved quickly to address the areas for improvement identified at the last inspection. As a team, you work very well together, and are determined to achieve a 'good' judgement at the next section 5 inspection. The action plan is detailed and fit for purpose. It includes well-defined actions, measurable targets, milestones and evaluative comments, which you use to make further changes. The milestones have been used effectively to assess how well the school is achieving the targets agreed with the local authority and governors. Changes made have been well informed by research, training and partnership work with other local schools. Partnership work on moderating pupils' writing skills has increased teachers' accuracy when assessing pupils' work. Teachers have embraced the targeted training on teaching writing and using good-quality texts to develop pupils' reading skills to make inferences and deductions.

Systems for checking how well pupils are making progress have improved. You

have increased the frequency of checking on the quality of teaching and learning and the feedback pupils receive to help them improve their work. Middle leaders make an important contribution to this aspect of the school's development. Pupils say that their work is 'never easy – it is now more challenging.' The impact of changes made is tangible. For example, the 2016 key stage 2 results show that pupils made significantly better progress in writing and mathematics. Reading was, however, below expected standards. Current assessment information shows that in both key stages, all groups of pupils are making much better progress. Additionally, actions to improve attendance have led to a decline in unauthorised and persistent absence. Attendance is now in line with the national average and improving. Governors are clear about the priorities for development. They are supportive of the school's work and involved in monitoring its effectiveness. However, records of their minutes do not show that they are thorough when considering the progress of pupils and the school's effectiveness.

External support

The local authority's support is good. The school effectiveness team meets regularly with you and other leaders to focus on the priorities for improvement and the changing context of the school. Detailed discussions and notes show that the challenges contribute to the leadership team focusing on and meeting some of the set targets early. For example, you achieved the attendance target quickly. The local authority's support is a contributory factor to your senior team reviewing the school's effectiveness more rigorously. The local authority's records show that your school is moving in the right direction. Nevertheless, it is aware that better progress has still to be seen in the actual outcomes.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Ealing. This letter will be published on the Ofsted website.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector