

Tudor Academy

King Henry's Drive, New Addington, Croydon, Surrey CR0 0PH

Inspection dates

27–28 March 2019

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

- Since the previous inspection, the school has changed significantly. Trustees, governors and leaders demonstrate high expectations and ambition for the school. They identify accurately the school's strengths and areas for development.
- Leaders ensure that the quality of teaching is good. They provide staff with opportunities for high-quality professional training to develop their skills further.
- Pupils make good progress from their starting points. As a result, pupils attain well across the school.
- Phonics is taught well. Consequently, pupils learn to read and develop their comprehension skills well from an early age.
- Children in the early years receive a good start to their education. As a result, children make good progress and achieve above the national average. They are well prepared for Year 1.
- Safeguarding procedures throughout the school are effective. Leaders have made sure that all staff are well trained. They are vigilant about keeping pupils safe.
- Additional funding, including for disadvantaged pupils, is used effectively to ensure that their needs are met.
- Pupils demonstrate positive attitudes and pride in the school. Pupils' books and displays are well presented and valued.
- The provision in Tudor Rose is highly effective in meeting the social and emotional needs of pupils.
- Pupils' behaviour in lessons and around the school is consistently good. Pupils are polite and demonstrate courtesy to each other and visitors.
- Learning support assistants effectively support pupils' learning, including those pupils with special educational needs and/or disabilities (SEND).
- Pupils' spiritual, moral, social and cultural development is effective. Pupils have a thorough understanding of their rights and responsibilities to be a good citizen.
- Leaders have ensured that the curriculum is broad. However, in some subjects in the wider curriculum there are limited opportunities for pupils to deepen their learning.
- Leaders ensure that robust procedures are used to tackle poor attendance. However, persistent absenteeism is above the national average and some groups of pupils do not attend as regularly as they should.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by providing more opportunities across the curriculum which enable pupils to deepen their knowledge, understanding and skills.
- Ensure that persistent absenteeism reduces so that no groups of pupils are disadvantaged by low attendance.

Inspection judgements

Effectiveness of leadership and management

Good

- The amalgamation with the infant school and a new leadership team have meant that the school has undergone significant changes since the previous inspection. Trustees, governors and leaders have an accurate understanding of the strengths and weaknesses of the school. They have a clear view of what needs to be done to improve even further. Most parents and carers are positive about the school and the changes that have been made.
- Trustees, governors and leaders have high expectations and aspirations for the school. They have ensured that the system for monitoring school improvement, including the quality of teaching, is rigorous. Leaders and teachers check the progress of different groups of pupils and take prompt action to ensure that no pupils are left behind in their learning.
- Leaders have provided highly effective training opportunities that meet staff's needs. This has helped to develop a consistent approach across the school and improve the quality of teaching. Staff who spoke with inspectors were appreciative of the high-quality professional development opportunities available to them, which help them to improve their knowledge and skills. Teachers at the early stages of their careers are well supported.
- Middle leaders are ably supported by senior leaders and have relished the opportunity to develop their roles. They are committed and highly supportive of each other and have a secure understanding of the strengths and weaknesses in their respective subjects. Leaders have been provided with opportunities to attain nationally recognised qualifications, enabling them to develop their leadership skills through high-quality professional development.
- The curriculum is broad. Pupils benefit from specialised teaching in physical education (PE) and French. Leaders have ensured that curriculum progression and skills are in place for most subjects. However, some subjects are not as well developed to enable pupils to deepen their knowledge, understanding and skills.
- The curriculum is enriched by a range of extra-curricular activities offering pupils opportunities to develop their skills. For example, in karate, pupils showed determination and resilience in persevering with physically demanding tasks. Visits to places of interest provide pupils with opportunities to enhance their learning and widen their experiences. For example, during the inspection, Year 1 visited the science museum as part of their work about living things.
- The school promotes the development of pupils' spiritual, moral, social and cultural skills effectively. Pupils learn about a wide range of religions. Through leaders' work on developing a 'rights respecting school', pupils understand their rights and responsibilities. This is enabling them to understand how to be a good citizen.
- Leaders have ensured that there are robust systems in place to identify and support pupils with SEND. They review assessment information regularly and have a detailed understanding of the progress pupils make. Checks on teaching arrangements are frequent, ensuring that the support pupils receive is working well.

- Leaders have high expectations of what all pupils can achieve, including those who are disadvantaged. The pupil premium funding is used effectively to support disadvantaged pupils to make strong progress from their starting points. Leaders regularly monitor and review the impact of this funding to ensure that it is focused well on addressing any gaps in learning.
- Primary sports funding is spent effectively. Leaders have provided opportunities to increase pupils' participation in sports, exercise and competitive tournaments. Specialist sports coaches support teachers and increase their knowledge and skills in PE through professional development opportunities. Pupils have clubs available to them, covering a wide range of sports and physical activities. As a result of well-planned spending, a sustainable approach exists.

Governance of the school

- Trustees and the strategic governing body have high aspirations and expectations for the school. They have an accurate understanding of the school's strengths and areas for improvement. They ensure that rigorous checks are in place to monitor aspects of the school's work and to ensure further development.
- Trustees and governors ensure that they access training in relation to their areas of responsibility and that they maintain their skills and knowledge to a high level. They use their range of skills to support and challenge leaders effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Trustees, governors and leaders ensure that systems and procedures for keeping pupils safe from harm are in place. Pupils' safeguarding files are well maintained and up to date. Rigorous pre-employment checks on staff are carried out, and detailed records of these are kept.
- A strong culture of safeguarding exists at Tudor Academy. Training for staff is updated frequently and reinforces their understanding of safeguarding. For example, during weekly briefings, safeguarding scenarios related to local risks are shared with staff. The staff know when and to whom concerns must be reported.
- Early help procedures for vulnerable pupils and their families are well established. Leaders ensure that these families receive timely support through providing parenting support or by signposting them to the appropriate services. This enables them to receive the help required.
- Pupils are taught ways to keep themselves safe and said that they feel safe at school. For example, a well-planned safeguarding curriculum teaches pupils how to keep safe online and in the wider community. Workshops provided for parents enable them to gain a better understanding of the school's work about safeguarding.

Quality of teaching, learning and assessment

Good

- Teaching is good. Teachers have strong subject knowledge, clear expectations and established routines which ensure that learning time is used effectively. Learning environments are vibrant and well organised. High-quality displays of current work model high expectations and support pupils' learning.
- Teachers have high expectations of pupils. They have positive relationships with pupils and create an environment in which pupils are enthusiastic to learn.
- Teachers assess pupils' learning and understanding regularly, planning tasks and activities that build on what pupils already know and understand. Teachers use effective questioning to address pupils' misconceptions and errors well. Pupils are clear about what they need to do to improve their learning. As a result, they make good progress.
- Phonics is taught well. Consequently, pupils get off to a strong start in reading. Teachers ensure that the books pupils are reading are well matched to their ability, enabling pupils to use the sounds they have learned to read unknown words. The focus on developing reading across the school, including for pleasure, is increasing pupils' reading enjoyment and skills.
- Writing is taught effectively. Pupils have many opportunities to write for a purpose and across a range of subjects other than English. Books demonstrate high expectations of presentation, showing that pupils take pride in their work. Progress is evident in pupils' writing. Pupils' written work is celebrated in the high-quality displays around the school.
- Mathematics is taught systematically. Teaching builds on prior learning. Teachers ensure that regular opportunities exist to strengthen pupils' understanding of mathematics. For example, through reasoning and problem solving, pupils develop their mathematical skills well.
- Additional adults are deployed well and provide effective support to meet pupils' needs. Teachers ensure that learning support assistants are clear on how they should support pupils' learning. For example, pupils with SEND are well supported by additional adults, which enables them to access work at their level and to develop independence in their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders and staff have high expectations and promote positive learning attitudes effectively.
- Pupils collaborate with each other well and respect the views of their peers. They are enthusiastic to talk about their work and the school. Pupils are aware of how to be successful in their learning and improve their work.
- Pupils are actively encouraged to make contributions to school life. For example, pupils

hold responsibilities such as class ambassadors and school parliament representatives. They enjoy and appreciate the trust provided to them in these important roles which enable them to build their self-confidence and leadership skills.

- The trust's values of passion, urgency, positivity, aspiration and commitment permeate throughout the school. Leaders have ensured that pupils have a developing understanding of British values. For example, when discussing pupil parliament, they said that they are 'responsible for making sure that our opinions are heard'. Consequently, pupils are prepared for life in modern Britain.
- Pupils have a mature understanding of bullying and the forms it can take, including online. They have their awareness raised through a range of activities about anti-bullying and kindness. They said that bullying at school is rare and if it does happen, it is sorted out promptly by staff. Leaders have ensured that the school community has opportunities to learn about what bullying behaviour is through parent workshops. As a result, parents who spoke to inspectors said that the school deals effectively with bullying if it occurs.
- Pupils are taught how to keep themselves safe, including when using the internet. The comprehensive safeguarding curriculum ensures that pupils have an awareness of how to keep safe in school and in the wider community. For example, pupils learn about protecting their own personal space through workshops and assemblies run by a nationally recognised charity.
- Pupils said that they feel safe at school. Parents who spoke to inspectors and those who completed Ofsted's online questionnaire, Parent View, agreed.

Behaviour

- The behaviour of pupils is good. Leaders and staff have worked hard to put strong support systems in place for pupils who have social and emotional learning needs. The Tudor Rose provision provides pupils with support and strategies to manage their own behaviour and be successful in their learning. For example, one pupil explained how being in Tudor Rose had changed his behaviour and how he now enjoys coming to school.
- Pupils have an understanding of the school behaviour system. They know that learning is important, and pupils said that behaviour in school is good. Leaders and staff have high expectations of behaviour. Through the consistent approach to behaviour management across the school, productive learning is evident.
- Pupils treat each other with respect around the school and in lessons. There is a calm and orderly feel around the school. At playtimes, pupils cooperate and play together well.
- Leaders have ensured that they have given attendance a high priority. They have ensured that robust procedures are in place to tackle low attendance. Leaders keep a close check on pupils' rates of attendance and work closely with parents if their child's attendance is a concern. However, persistent absence rates are too high, particularly for some groups of pupils.

Outcomes for pupils

Good

- Good teaching enables pupils to attain well by the end of key stage 2. As a result, in 2018, the proportion of pupils who achieved the expected standard in reading, writing and mathematics was above the national average.
- In 2018, the proportion of pupils who achieved the expected standard at the end of key stage 1 in reading, writing and mathematics was above the national average.
- Phonics is taught well. Consequently, the percentage of pupils who attained the necessary skills for the Year 1 phonics screening check in 2018 was above the national average.
- School assessment information and books demonstrate that the most able pupils' progress is consistently good across a range of subjects, including reading, writing and mathematics.
- Leaders have a thorough understanding of the barriers to learning that pupils with SEND may encounter. Individualised plans to overcome these barriers ensure that these pupils make good progress.
- Current disadvantaged pupils make consistently good progress from their starting points and as a result they achieve well. Differences between disadvantaged pupils and non-disadvantaged pupils are reducing.
- Mathematics outcomes are good. Strong teaching in mathematics ensures that pupils have opportunities to develop their understanding, problem solving and reasoning skills. This enables them to develop a range of mathematical methods and gain a secure understanding of mathematics.
- Pupils enjoy reading. Those pupils who read with inspectors have been taught appropriate strategies to read unfamiliar words. They learn how to develop their comprehension skills from an early age, which ensures that they understand what they are reading.
- English books demonstrate that pupils' progress is good. Pupils are able to write for a range of different purposes and show a development in the complexity of structure and vocabulary.
- A wide range of topics are covered through the 'Discovery' curriculum. However, the wider curriculum is not covered sufficiently in depth to ensure that pupils make strong progress in some subjects other than reading, writing and mathematics.

Early years provision

Good

- Children enter the early years with skills that are below those typically expected for their age. As a result of good teaching, children, including those with SEND and those who are disadvantaged, make strong progress from their starting points.
- The percentage of children who achieved a good level of development in 2018 was above the national average. Consequently, children are well prepared for Year 1.
- Some children's communication and language skills are underdeveloped when they join

the early years. Through tailored activities, staff focus on providing opportunities for children to develop their speech and language skills. This enables children to become confident communicators and learners.

- The Nursery and Reception classes provide children with a range of activities across all the areas of learning. Resources are labelled and easily accessible to encourage children to develop their independence. Children are interested in the learning and persevere with activities for extended periods of time.
- Children are well behaved in the Nursery and Reception classes. They follow the well-established rules carefully and work together well. The classrooms are vibrant, attractive and well equipped. They provide a high-quality, stimulating learning environment. In the Nursery outdoor area, high-quality resources are provided which allow children to develop their skills across the early years curriculum. The Reception outside area is not as well developed.
- The early years leader is knowledgeable. She has a good understanding of the strengths and areas that require further development in the provision. Staff work effectively as a team. They are deployed well to support and meet children's individual needs. Children enjoy their learning and make progress as a result.
- Teaching in the early years is good. Teachers use questioning effectively. However, some additional adults do not use interactions fully to explore and reinforce children's understanding. Staff plan a combination of adult-led and child-initiated activities which provide opportunities to learn across the curriculum. They ensure that provision inside and outside offers children opportunities to apply their early reading, writing and mathematical skills.
- Learning journals are well presented and show clear assessment opportunities across all areas of learning. They demonstrate that children make strong progress over time from their varying starting points. Plans are in place to develop the use of the learning journals to involve parents more closely.
- Children are well cared for in the early years. The same culture of safeguarding is evident as in the rest of the school. Consequently, statutory welfare requirements are fully met, and safeguarding is effective.

School details

Unique reference number	140045
Local authority	Croydon
Inspection number	10058958

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	665
Appropriate authority	Strategic Governing Body
Chair	Mark Riddaway
Headteacher	Claire Majumdar
Telephone number	01689 843103
Website	www.tudoracademy.org
Email address	office@tudoracademy.org
Date of previous inspection	23–24 November 2016

Information about this school

- Tudor Academy is part of the STEP academy trust. The school amalgamated with Wolsey Infant and Nursery School in September 2018.
- The school is larger than the average-sized primary school.
- Pupils come from a range of ethnic backgrounds, with the largest group being White British.
- The proportion of disadvantaged pupils is well above the national average.
- The school is in the top 20% of all schools nationally for the proportion of pupils who speak English as an additional language.
- The proportion of pupils with SEND support is above the national average.
- The school is in the lowest 20% of schools nationally for the proportion of pupils with an education, health and care plan.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. The majority of the observations were jointly with leaders.
- Inspectors and leaders reviewed children’s learning journeys in the Nursery and Reception Year and a wide range of pupils’ books in English, mathematics, science and topic (Discovery). Inspectors looked at pupils’ work during lessons and spoke to pupils about their learning.
- Parents’ opinions were considered through the 36 responses to Parent View, Ofsted’s online questionnaire, and in conversations at the beginning and end of the school day.
- Meetings were held with trustees, leaders and members of the strategic governing body. The lead inspector met with a representative from the local authority.
- Inspectors reviewed a range of documents, including those relating to school improvement, school evaluation, safeguarding, pupil premium and primary sports funding.
- Inspectors observed pupils in lessons, moving around the school, in assembly, at playtime, at lunchtime and in the dining room.
- Inspectors met with a range of teachers to consider their views of the school.
- Inspectors listened to pupils read and observed phonics and reading lessons.
- Inspectors met with two groups of pupils to find out their views of the school and spoke to pupils at play and lunchtime.
- Inspectors visited the after-school club, spoke to staff and observed some activities.

Inspection team

Andrew Hook, lead inspector	Her Majesty’s Inspector
Julie Davey	Ofsted Inspector
Simon Bell	Ofsted Inspector
Julie Sackett	Ofsted Inspector
Laura Pease	Ofsted Inspector

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