

Inspection of Tudor Grange Samworth Academy, A church of England School

Tudor Grange Samworth Academy, 50 Trenant Road, Leicester, Leicestershire
LE2 6UA

Inspection dates: 2 and 3 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

The school has improved significantly since the last inspection. Parents and carers recognise this and have increased confidence in the school. Leaders and staff build the school's values of tolerance, unity, democracy, opportunity and respect (TUDOR) into all aspects of the school's work. Pupils say that they are safe and happy at school. They are very well cared for by staff, who are proud to work at this school.

Leaders have recently extended the school day to include extra time for reading. All pupils gain from this. Younger pupils have more opportunity to learn to read than they did previously. As well as their set reading books, there are hundreds of other books for them to choose from. Older pupils gain from daily opportunities to read books that develop their love of reading and extend their learning.

Leaders and staff have high expectations of pupils. Most pupils behave well. The atmosphere in the school is calm and focused. The indoor and outdoor spaces are stimulating, clean and tidy. Relationships are polite and respectful. Pupils work hard in lessons and make secure progress through the curriculum.

Pupils say that there is some bullying. They are confident that adults deal with it quickly and effectively when it occurs.

What does the school do well and what does it need to do better?

Leaders have improved the quality of education. They provide a rich curriculum that is ambitious and aspirational for all pupils. Subject leaders have developed curriculum plans that are focused on what they want pupils to learn from pre-school and early years through to Year 11. Leaders have ensured that subject curriculums are ambitious in almost all subjects. Teachers make sure that pupils gain knowledge and develop skills well in most subjects. They make sure that pupils recall previous learning and build on new knowledge. For example, some Year 11 pupils recalled their learning about Shakespeare's 'Macbeth' and compared it with 'The Prince', by Machiavelli.

Leaders have high expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders identify pupils' specific needs accurately. They seek external help when needed. Many parents commented positively about how the provision for pupils with SEND has improved. However, a minority of parents disagree. Teachers adapt the curriculum to help pupils with SEND to make progress through the curriculum.

Reading is a whole-school priority. Pupils read daily. Teachers use their training to support pupils' reading. They focus on deepening pupils' understanding and developing their reading skills. They extend pupils' vocabulary. Children at an early stage of reading are taught to read systematically. Staff are trained to use phonics resources well. Leaders ensure that children get off to a swift start in early years.

Staff regularly assess pupils' reading. Pupils who need help are well supported. Pupils read a rich variety of texts to broaden their learning.

Teachers check what pupils know and can do. They identify gaps in pupils' knowledge. They provide guidance about what pupils need to improve. They adapt their teaching to make sure that pupils know more and remember more over time. Pupils appreciate this and respond well. Teachers refine their teaching through regular and well-planned training.

Pupils know the school's high expectations for behaviour and conduct. Behaviour is positive and productive. Learning is rarely disrupted by poor behaviour. The school's approach to improving behaviour is effective. There has been a reduction in fixed-term exclusions and incidences of poor behaviour.

Leaders implement effective and supportive steps to improve pupils' attendance. Pupils' overall attendance was improving before the COVID-19 pandemic. However, too many pupils are regularly absent.

Leaders provide a wide range of opportunities for pupils' personal development. Pastoral care is strong. Leaders promote understanding of diversity and respect. For example, children in Reception were learning about Diwali. Relationships and sex education is age-appropriate. The careers programme is of a high quality. Older pupils are supported to understand their future options. Most parents who responded to Parent View, Ofsted's online survey, say that their children take part in clubs and activities. Pupils and staff were enthusiastically involved in the daily 11-mile charity run for the Royal British Legion during the days of the inspection.

Trustees and governors bring a healthy level of challenge and support to the leadership of the school. They are ambitious for all pupils. They are mindful of staff's welfare and well-being. Trust officers have been key in supporting the school in its improvement journey.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that the welfare and safety of pupils are key to their work. All staff receive regular training and updates. They know what to do if they have any concerns about a pupil's welfare. Leaders act quickly to support pupils and families when they need extra help. They work well with external agencies. There are strong systems in place to check and record the safety of pupils. Leaders undertake thorough checks before adults work with pupils.

Leaders analyse potential local risks that pupils may face. They use this information to teach about personal safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not as well developed as others. As a result, pupils do not have the same opportunities to sequentially gain knowledge and skills from early years to Year 11. Leaders need to refine some subject curriculums to make sure that pupils make strong progress in all subjects.
- Leaders have worked hard to improve attendance and had much success in reducing absence before the pandemic. However, attendance is too low, especially for disadvantaged pupils. This means that too many pupils are missing out on important learning. Leaders must continue to work with parents both to support and challenge them to improve their children's attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144479
Local authority	Leicester
Inspection number	10200247
Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	2 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	831
Appropriate authority	Board of trustees
Chair	Jenny Bexon-Smith
Principal	Samantha Roach
Website	www.samworth.tgacademy.org.uk
Date of previous inspection	24 and 25 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school has been sponsored by Tudor Grange Academies Trust since January 2016. The trust is responsible for the school's governance.
- The Department for Education issued the school with a deed of variation in September 2021 that permits the school to admit pupils aged two to 16. The school provides education for two-year-old children.
- The school uses two unregistered alternative providers: Clover Learning Community and Futures Cycle Training Limited.
- The school is a Church of England school with a Christian ethos. It received its last SIAMS inspection in April 2018. The next SIAMS inspection is not overdue.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the executive principal, the head of primary school and other senior leaders. Inspectors met a trustee who is also chair of the local governing body. They met the chief executive officer and other trust officers.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, geography and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited sample lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons in a range of other subjects and reviewed samples of pupils' work. They also visited tutor times and the morning reading session.
- Inspectors met with groups of pupils to talk about the quality of education and other aspects of school life. Inspectors met with groups of staff. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs coordinator and primary SEND leader. They reviewed the school's SEND provision, scrutinised plans for individual pupils and checked these out for pupils across different year groups and subjects. They visited lessons, spoke with pupils and reviewed pupils' work.
- Inspectors met with the designated safeguarding leader and looked at safeguarding policies and records. They scrutinised the single central record.
- Inspectors reviewed a range of documents. They looked at the school's website and published information about the school's performance and policies.
- Inspectors observed pupils during breaktimes and lunchtimes. They observed an assembly.
- Inspectors met with parents at the start of the school day. They considered the 48 views of parents who completed the Ofsted Parent View survey, as well as the 25 free-text responses received. They reviewed the 83 responses to Ofsted's staff questionnaire.

Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

Claire Shepherd

Ofsted Inspector

Julie Swales

Ofsted Inspector

Annabel Bolt

Ofsted Inspector

Andy Lakatos

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021