

Inspection of a good school: Tudor Primary School

Tudor Road, Southall UB1 1NX

Inspection dates:

13 and 14 September 2023

Outcome

Tudor Primary School continues to be a good school.

What is it like to attend this school?

The school provides a warm environment where pupils and their families feel welcome. Pupils' happiness shows in the way they play well together and have genuine fun in their breaktimes. High expectations are set for all pupils to achieve and develop well. Pupils show great pride in their learning and work.

Pupils learn how to keep themselves safe and said they would speak with a trusted adult if they had any concerns. Parents and carers, staff, pupils and governors agree that the school is a safe place to be. Pupils behave very well. The school's behaviour policy 'it's good to be green' is understood and practised by all pupils well. Pupils show great respect for each other and adults. Staff deal with any concerns that may occur promptly.

Across the school, there is a keen sense of being part of a community. Pupils spoke of how people in school treat each other with kindness. The sense of coming together as one shows at the end of each lunchtime when all pupils and adults enjoy exercising together.

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

The school has developed an ambitious curriculum. It sets out in a logical order the knowledge that pupils need to know and remember in each subject. There are opportunities for pupils to recall their prior learning which helps them to build new knowledge. Teaching occasionally does not enable pupils to develop their deeper understanding. This limits pupils' subject-specific knowledge and understanding, including important vocabulary.

Reading is highly promoted across the school. From the start of early years, children are taught to read well. The phonics curriculum is delivered effectively by staff who are well trained to teach reading to pupils in all year groups. Pupils practise their phonics reading with books matched to the sounds they have learned. Extra support for readers who fall behind the phonics programme helps them to catch up quickly. As a result, pupils become confident and fluent readers.

Teachers regularly assess and check on pupils' learning. They address any gaps in pupils' knowledge and understanding. For example, children in early years recognised the number of spots on dice. They collected and counted objects on a grid where staff checked their counting carefully. More counting games supported those children who needed further practice.

The school identifies and meets the needs of all pupils well. The curriculum is adapted well for pupils with special educational needs and/or disabilities (SEND). There are practical resources that support these pupils' learning. For instance, in science, pupils were smelling, tasting and touching food and objects to help them learn about senses. Pupils with SEND achieve well alongside other pupils. Staff work closely with parents and involve them to provide bespoke support for their children.

Pupils have a positive attitude toward learning. There is rarely any disruption to learning activities. Pupils follow routines, listen and work well together. This begins from the early years. Leaders have put in place thorough systems of working with parents so that pupils attend school regularly.

Pupils are taught about differences and different types of relationships. The school provides plenty of opportunities for pupils to take on responsibilities. Pupils on the school council take on purposeful work as part of their role. Pupils are taught about healthy living and enjoy their seasonal walks at the start of each term. Pupils attend an extensive range of clubs on offer. Pupils with SEND take part in clubs and enjoy the activities provided. All pupils make local visits, including to places of worship, and go on outings in and beyond London. Every pupil visits an art gallery.

Staff value the support of leaders and their open-door policy. They appreciated how leaders and governors consider their well-being. This includes looking at ways of maintaining a balanced workload. Staff consider the school to be a positive place to work and enjoy the strong working relationships across the community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of the curriculum in some subjects sometimes does not place an emphasis on subject-specific language being used. This limits the development of pupils' subject conceptual knowledge and their ability to develop their knowledge and understanding progressively. The school should ensure that teachers routinely teach pupils to use subject-specific language to support their understanding of deeper concepts so they are fully ready to learn new content.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101913
Local authority	Ealing
Inspection number	10289826
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair of governing body	Suresh Rao
Headteacher	Jaskawaljeet Kalra
Website	www.tudorprimary.co.uk
Dates of previous inspection	6 and 7 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses one alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with senior leaders and met with members of the governing body, including the chair. The inspector also spoke with the school's improvement partner representing the local authority.
- The inspector met with pupils to understand their views about the school.
- The inspector did deep dives in the following subjects: early reading, science and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The curriculum in mathematics was also considered.

- The inspector considered the behaviour of pupils during lesson visits and around the school. The inspector looked at behaviour and bullying records and leaders' analysis of these.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to staff about their workload and well-being and considered the views of staff, pupils and parents, including through responses to Ofsted's online surveys.

Inspection team

Janice Howkins, lead inspector

Ofsted Inspector

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