

Inspection of a good school: Tudor Grange Primary Academy Perdiswell

Bilford Road, Worcester, Worcestershire WR3 8QA

Inspection dates:

30 and 31 January 2024

Outcome

Tudor Grange Primary Academy Perdiswell continues to be a good school.

The headteacher of this school is Rachel Hughes. This school is part of Tudor Grange Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Claire Maclean, and overseen by a board of trustees, chaired by Dr Peter Rock. There is also an executive principal, Sam Roach, who is responsible for this school.

What is it like to attend this school?

Pupils come to school happily because Tudor Grange is a happy place to be. They are greeted each morning by kind and caring staff. The kindness and care adults show to pupils is mirrored in how the pupils treat each other. Pupils understand the values of 'tolerance, unity, democracy, opportunity and respect'. These set the expectations in how to behave. Pupils rise to these expectations well. Pupils demonstrate them in school, on the playground and in the community.

The school has high expectations that pupils achieve well. In many areas, this is well realised. The opportunities available to pupils beyond the classroom enable them to broaden their experiences and gain a deeper understanding of the world they live in through many trips and visits. A wide range of after-school clubs support the development of pupils' talents and interests.

Pupils behave well in school and outside on the playground. They like to be rewarded for this by earning tokens for their jars. In lessons, they know they are expected to sit sensibly, listen carefully, acknowledge what their teachers say and respond sensibly. This 'STAR' approach is well understood. Pupils are clear about what is expected of them. They have beautiful manners and are friendly and confident. They wear their uniform with pride and are great ambassadors for the school.

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

The school prioritises early reading. Staff are highly trained, and this leads to effective teaching which maximises learning and progress in this important area. The school quickly identifies pupils who might not be able to keep up with their peers. This starts straight away in Reception. Swift support is put in place to help these pupils close any gaps they have in learning. This is supported with books that ensure pupils read words using the sounds they have been taught. Pupils are taught how to read unfamiliar words using well-known strategies with consistency. They read regularly to adults in school. Adults regularly read carefully chosen texts for enjoyment and to bring other curriculum areas to life. The well-stocked library enables pupils to make their own choices about what they read for enjoyment. All of this helps pupils to read with confidence and fluency.

The school has made changes to many areas of the curriculum to maximise enjoyment within lessons and progress within subjects. This is beginning to have a positive impact on pupils' learning. Work in many subjects is of a high quality and pupils take pride in how they present their books. However, in some lessons, pupils are not consistently challenged to think as deeply as they are capable of thinking, because teachers do not always check carefully enough how well pupils have understood the learning. This limits how well they can demonstrate the full extent of what they know.

Leaders identify pupils with special educational needs and and/or disabilities (SEND) needs. However, for some pupils with SEND, leaders have not ensured that adaptations to their learning, and materials given to support learning, have the desired impact. On some occasions, this limits how well pupils can work independently.

Children get off to a good start in the early years. The school does all it can to ensure that staff meet each child before they start school. Staff take the time to visit them in the many different settings the children enter from. This helps the youngest children to feel safe in school and settle quickly.

Pupils behave well in school. They walk calmly around the building and into assemblies. The dining room is a chatty but calm place to be. Some pupils do miss school too often. However, the school has a good awareness of this and puts many strategies in place to promote the importance of pupils coming to school every day.

There are varied ways for pupils to develop and learn beyond the classroom. There are many opportunities for pupils to visit places of interest to help bring learning to life. A wide range of after-school clubs ensure that there is something for everyone to enjoy. Carefully planned assemblies help teach pupils about the wider world in which they live. This helps them to have an appreciation and a respect for all people in the world. It is evident in the tolerant and respectful attitudes that are commonplace. The school understands the importance of teaching pupils to be safe in the real world and online. They do this important job well.

Staff feel supported. They welcome the opportunities made available for them to develop professionally and receive training. The trust offers a very good level of support. Staff

speak highly of the positive impact it has on their work life. Staff are proud members of the Tudor Grange family and the wider trust family. It is a happy and harmonious place to be.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, the school has not ensured that adaptations are sufficiently well planned for all pupils, including some pupils with SEND. This means they cannot work as independently as they might. The school should ensure that lessons are adapted well for all pupils, enabling them to fully access learning in lessons with growing levels of independence.
- On some occasions, pupils are not given sufficient opportunities to extend their learning. This means they do not make as much progress as they could. The school should ensure that ongoing assessment in lessons identifies pupils whose learning can be extended so they learn to the very best of their ability.

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 second ungraded inspection since we judged Perdiswell Primary School to be good in June 2014.

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 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	148114
Local authority	Worcestershire
Inspection number	10294701
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	Board of trustees
Chair of trust	Dr Peter Rock
Headteacher	Rachel Hughes
Website	www.perdiswell.tgacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school's predecessor school was Perdiswell Primary School.
- The school converted to an academy in April 2021.
- This is a larger-than-average primary school.
- This school does not make use of any alternative provision.
- The school runs a breakfast club and an after-school club.

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 this evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects, including English, history, geography science and art and design.
- The lead inspector spoke with the chair of the local governing board, four trustees and the executive principal.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead 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 lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's and parents' views.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

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