

Inspection of Tudor Grange Primary Academy Meon Vale

Bailey Avenue, Meon Vale, Stratford-upon-Avon CV37 8QW

Inspection dates: 6 and 7 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

The principal of this school is Suki Powar. This school is part of Tudor Grange Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Maclean, and overseen by a board of trustees, chaired by Peter Rock.

What is it like to attend this school?

Pupils enjoy attending Tudor Grange Primary Academy Meon Vale. They feel safe and confident. They know that there are always adults to talk to. Staff deal with any disagreements straight away. The school provides good pastoral care.

The school has high expectations for pupils, including pupils with special educational needs and/or disabilities (SEND), and staff alike. They have planned the curriculum carefully. Pupils study a wide range of subjects, and learning builds effectively upon what pupils already know. Pupils soon become fluent readers, and learn well.

The school lives by its values of kindness and compassion, responsibility and respect. Pupils show this respect towards one another and adults, including those different from themselves. Pupils are interested in their work and behave well in lessons. They play happily at social times, and the school is a calm and orderly place. Pupils' attendance is good.

Visitors and trips out of school contribute well to pupils' learning. The school has begun a programme of residential visits, helping to develop pupils' character. Pupils have opportunities to take up positions of responsibility and to involve themselves in the running of the school. Many take part in a range of after-school clubs, largely related to sport.

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

Leaders ensure that learning to read is the top priority. Pupils follow a structured phonics programme from the start of the Reception year. Pupils learn phonics in a logical order. Staff use the programme's resources in a consistent way. The school makes sure that pupils read frequently to an adult. They check on what each pupil knows and can do. Pupils who find reading more difficult are supported to keep up. Books for younger pupils are well matched to their phonic knowledge. Across the school, pupils read widely, including fiction and non-fiction texts. They quickly become confident and competent readers.

Pupils study all the subjects of the national curriculum. In each subject, the school has broken learning down into manageable steps. These steps help pupils to add new knowledge onto what they already know. For example, in mathematics, pupils draw on their knowledge of tables when multiplying numbers. Day-to-day activities in lessons ensure that the school's longer-term learning aims are met. Regular opportunities to recall their previous knowledge help pupils to remember their learning in the longer term.

Teachers have secure subject knowledge. They identify the important vocabulary for each topic, and make sure that pupils use it correctly. Teachers choose activities that engage pupils in their learning effectively. For example, in science, imagining themselves as water molecules helped pupils to understand how matter changes states. Prompt feedback enables pupils to identify their mistakes and put them right.

However, the effectiveness with which staff implement the curriculum varies a little. This is seen, for example, in the skill with which teachers use questioning to check what pupils have learned and understood and occasionally, in small group working. Nevertheless, across the school, pupils achieve well.

Staff in the early years help children to settle in quickly. The children quickly adopt important routines and learn a broad curriculum that prepares them well for Year 1. However, the skill with which adults work with individuals and small groups of pupils varies. This is seen, for example in how effectively they promote pupils' language development.

Leaders accurately identify the additional needs of pupils with SEND. Staff draw effectively on leaders' guidance to ensure that they meet all their needs. As a result, these pupils learn alongside their peers and make good progress through the full curriculum.

Warm relationships between staff and pupils reflect the school's values of kindness and compassion. Leaders set high expectations for pupils' behaviour. Staff apply the school's rules fairly. This ensures that pupils behave well in lessons and at social times. Disruption to learning is rare.

Pupils follow a planned programme of personal development that teaches them how to keep themselves healthy and safe. They also learn about different traditions and cultures, for example through their studies in Black history month. Pupils enjoy a range of opportunities to take responsibility, and are coming to understand how these contribute to the school community.

The school works effectively with parents, for example showing them how to support their children's reading. Staff are happy, motivated and believe that the school is considerate of their wellbeing and workload. Leaders at all levels have shown their commitment to training staff fully for their current and future roles. For instance, leaders have identified that those new to subject leadership need further support to help them check and evaluate how well teachers are implementing the planned curriculum. The trust provides the school with a good level of support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There remains a little inconsistency in how the intended curriculum is implemented. As a result, some pupils do not learn and remember everything that they might do. Some curriculum leaders are relatively new to their posts, and the school should ensure that they continue to receive all the professional

development they need to monitor and evaluate the implementation of the curriculum, and work with staff to improve it further.

- There is some variation in how effectively adults work with individuals and small groups of pupils. Some interactions are less effective than others. The school should provide all staff with the training they need to make the most out of their opportunities to support pupils in this way.

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	147090
Local authority	Warwickshire
Inspection number	10294653
Type of school	Primary
School category	Free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	Board of trustees
Chair of trust	Peter Rock
Principal	Suki Powar
Website	https://www.meonvale.tgacademy.org.uk
Dates of previous inspection	Not previously inspected

Information about this school

- Tudor Grange Primary Academy Meon Vale opened in 2019, with a Nursery and a Reception class. These pupils are now in lower key stage 2. Currently the school's oldest pupils are in Year 4.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed the impact of the COVID-19 pandemic with leaders and has taken that into account in his evaluation of the school.
- Inspectors met with the principal, trust leaders and with curriculum leaders.

- Two trustees, the CEO and the chair of the local governing board met with the lead inspector.
- The inspectors spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors reviewed a range of documents, including evaluations and improvement plans, and minutes of the trust and the local governing board. They also reviewed the school's attendance and behaviour records.
- The inspectors took account of responses to Ofsted Parent View. An inspector met with parents at the start of the second day of the inspection. The inspectors also considered responses to Ofsted's survey for staff and pupils.
- The inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work.
- The lead inspector listened to a sample of pupils from Years 1, 2 and 3 reading to a familiar adult.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

John Bates

Ofsted Inspector

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