

# Inspection of a good school: Tudor Church of England Primary School, Sudbury

Tudor Road, Sudbury, Suffolk, CO10 1NL

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Inspection dates:

27 and 28 February 2024

## Outcome

Tudor Church of England Primary School, Sudbury continues to be a good school.

The headteacher of this school is Elizabeth Campbell. The school is part of the St Edmundsbury and Ipswich Diocesan 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, Jane Sheat, and overseen by a board of trustees, chaired by Andrew Blit.

## What is it like to attend this school?

Pupils enjoy attending this warm, welcoming and happy school. They are cared for by staff who know them well. This makes them feel safe and valued. Pupils know if they have any worries there will always be someone on hand to listen and help. Pupils develop strong friendships. They understand the importance of being kind to each other.

The school is ambitious for all pupils. This includes those with special educational needs and/or disabilities (SEND). The curriculum ensures pupils learn a broad range of subjects. Pupils are motivated and talk excitedly about their learning. In lessons, they listen carefully to their teachers and work hard. All pupils, including those in the early years, follow the effective school routines. They show good conduct at all times.

The school provides a varied and high-quality set of personal development experiences. Many are through the 'Tudor Life Enrichment' passport. All pupils learn to play tennis and the violin. They take part in a performance at the local theatre. Pupils appreciate having additional responsibilities and leadership roles. Those who are part of the 'Rainbow of Hope' committee are proud of how they help improve school. For example, they raise money to provide board games for wet playtimes.

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

The school has developed a broad and ambitious curriculum. It sets out clearly what they want pupils to learn and when, from Reception to Year 6. Teachers have good subject

knowledge. They plan lessons that follow the agreed sequence. This helps pupils build their knowledge and skills and become confident learners. Pupils with SEND have their needs identified accurately. They receive support from well-trained staff who have detailed understanding of what pupils need to achieve. There is no less ambition for these pupils.

Some aspects of the curriculum have been improved in recent years. In the lower years, pupils' achievements are going from strength to strength. The impact of this refreshed curriculum is yet to be reflected in the outcomes for pupils at the end of key stage 2 because much of this improvement is new to them.

In some subjects, checks on pupils' learning happen routinely. Teachers use this information to re-teach learning that pupils have not grasped fully. This ensures pupils keep up. In some foundation subjects, these checks are not yet in place. Teachers do not have a secure understanding of what pupils know and can remember. There is a risk pupils may develop gaps in their knowledge.

Developing a love of reading is a key driver for the school. There is a strong reading culture and a wealth of quality texts across the school. Exciting displays celebrate and encourage a love of reading. Adults receive training so they can teach a high-quality reading curriculum. They deliver the phonics programme expertly. Pupils quickly learn strategies that help them read words accurately. Books are carefully matched to the sounds pupils know. This helps them practise their reading and develop confidence. Additional support is quickly put in place for any pupil who falls behind. This is very effective and ensures most pupils keep up. Older pupils also have high motivation for reading and enjoy their lessons.

The school goes above and beyond to make sure pupils attend. There are many adjustments and different types of support in place. These ensure pupils feel safe and happy when they are at school. Behaviour is calm and orderly. Pupils are polite and respectful. There are positive relationships between everyone.

Children in the early years get off to a strong start. Staff prioritise developing children's language. Play is purposeful and children learn how to manage risk. Staff carefully plan opportunities for children to challenge themselves. Children are confident to explore and show resilience when things don't go to plan. This helps prepare them for Year 1 and beyond.

The school is passionate about helping pupils develop a sense of self-worth and understanding of the world. Pupils learn about different religions, cultures, types of families and disabilities. They have respectful attitudes towards difference. Pupils understand how poor emotional and mental health can affect them. They know there are places such as the quiet garden, where they can take time to feel calm. Pupils know how to stay safe when using the internet and when out and about in their community.

Parents overwhelmingly support the school. They value the wide range of clubs, trips and activities that are on offer.

Staff are proud to work at Tudor school. Leaders are mindful of staff well-being and workload. The trust provides many opportunities for staff to develop throughout their careers. Members of the trust and the local governing board understand their roles and responsibilities. They share the strong ambitions of the school leaders.

## **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 foundation subjects, leaders have not yet developed an effective approach to checking how well pupils have learned the intended curriculum. This means that in these subjects, assessment does not precisely identify whether pupils secure the knowledge leaders expect them to. Leaders should ensure that assessment is effective in identifying what pupils know and remember and use this information to prepare them for the next steps in their learning.

## **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 May 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

<b>Unique reference number</b>	142026
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10295082
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Blit
<b>CEO of trust</b>	Jane Sheat
<b>Headteacher</b>	Elizabeth Campbell
<b>Website</b>	<a href="http://www.tudorceprimary.co.uk">www.tudorceprimary.co.uk</a>
<b>Date(s) of previous inspection</b>	9 and 10 May 2018 under section 5 of the Education Act 2005

## Information about this school

- The school is part of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust.
- The school does not use any alternative provision.
- The school runs the before- and after-school wraparound care.
- There is a pre-school provision on the school site, but this is not part of the school.

## 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 any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- 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 met with the headteacher, deputy headteacher and subject leaders. She also met with members of the local governing board, the chief executive officer and deputy chief executive officer of the trust and the chair of the board of trustees.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector spoke to subject leaders, visited lessons, spoke to teachers and pupils and looked at work in pupils' books. The inspector also heard pupils read to a familiar adult.
- The inspector met with staff to talk about the curriculum, workload and the behaviour and personal development of pupils. They also met with groups of pupils to talk about learning and well-being.
- The inspector considered a range of documents, including the school's self-evaluation, plans for improvement and minutes of meetings of the local governing board. Attendance records were checked.
- The inspector visited the before-school wraparound care provided by the school.
- The inspector observed pupils' behaviour at lunchtime and at the wraparound care. She talked to pupils about behaviour, bullying and welfare.
- The inspector considered the 47 online responses to Ofsted Parent View, Ofsted' online questionnaire for parents, including 22 free-text comments. She also considered the 20 responses to Ofsted's online questionnaire for staff and the 19 responses to Ofsted's online questionnaire for pupils.

## Inspection team

Karen Stanton, lead inspector

Ofsted Inspector

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