

# Inspection of Tudor Grange Academy Worcester

Bilford Road, Worcester, Worcestershire WR3 8HN

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Inspection dates:	1 and 2 October and 24 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Good

The principal of this school is David Butler. This school is part of Tudor Grange 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 William Rock.

## **What is it like to attend this school?**

The school aspires to offer a transformative experience for its pupils, and for many it achieves this goal. Pupils feel genuinely cared for in this friendly, inclusive school. They know that trusted adults keep them safe and will act swiftly to help them if they have any worries. Pupils are encouraged to take full advantage of the distinctive opportunities available to nurture their talents and expand their horizons. As one pupil explained, 'There is something for everyone here.'

Staff know pupils well. This fosters a strong sense of belonging throughout the school. Pupils enjoy friendships with their peers. The corridors are often filled with cheerful conversations as pupils move calmly between lessons. In lessons, pupils engage attentively, eager to participate and keen to answer their teachers' questions. Although pupils' achievements are not fully reflected in the 2023 published outcomes, they are increasingly developing a strong, well-connected understanding of their subjects. This is because of ongoing improvements in the school's curriculum.

Older pupils are excited about their next steps, knowing they have been well-prepared to move forward with confidence. Whether heading to sixth form, starting an apprenticeship, or pursuing university studies, they are ready to embrace their future. Many look forward to earning a spot on the alumni 'wall of fame', eager to celebrate their accomplishments and stay connected to the school community.

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

The school is unwavering in its commitment to ensuring that every pupil can succeed, providing tailored support for those who require it. The vision of being 'determined and ambitious for every child' is evident throughout the school. The school community works together with dedication to help every pupil succeed, both academically and in building pupils' character. The school is enabling increasing proportions of pupils to follow the English Baccalaureate suite of subjects. The 'WISER' Pathway, which emphasises well-being, mental health, and character, enriches the academic curriculum, enabling pupils to thrive.

The school is acutely aware that some pupils and their families face additional challenges. The 'team around the child' approach ensures that the needs of individual pupils are known and addressed. For pupils with special educational needs and/or disabilities (SEND), curriculum adaptations are thoughtfully designed to ensure they learn alongside their peers. Support plans guide teachers in adapting lessons. Regular progress checks provide clear insights into how vulnerable pupils, including those with SEND, are progressing over time.

Knowledgeable teaching staff bring learning to life. Sixth-form students value the personalised support they receive as they successfully adapt to different ways of working. Curriculum improvements continue to realise the school's vision for excellence. In many subjects, teaching ensures that pupils are increasingly able to recall prior learning. This makes it easier for them to understand new concepts, strengthening their overall

knowledge. However, this is not the case in some areas, so gaps in pupils' knowledge persist. This slows progression through the curriculum for some pupils and their ability to connect new learning to what they have learned before.

The school promotes a love of reading across all subjects. Each teacher plays a key role in building pupils' confidence in reading and speaking. Pupils who struggle with reading are identified and given focused support. They quickly improve their reading skills and gain confidence.

Many pupils maintain high levels of attendance. Those who initially struggle to attend regularly show improvement over time due to the dedicated care and support they receive. Some pupils arrive with a history of poor attendance and disengagement with education. The school carefully identifies and addresses any barriers to regular attendance, providing the right support for each individual. Everyone understands their role in promoting and supporting good attendance.

The school's personal, social, health, and economic education programme is thoughtfully structured to support pupils' understanding of key life skills, including British values and pupils' wider development. Through enrichment activities, and the additional sociology, theology, ethics, and politics programme, pupils are well prepared for adult life. There is a strong emphasis on careers education, with pupils learning about various professions. Sixth-form students particularly appreciate the tailored guidance they receive, which helps them to make informed choices for their next steps.

Governance is a key strength at the school, with clear lines of delegation and well-defined roles. Leaders at all levels receive the necessary training, knowledge and support to continue to improve the school. Trustees and governors are deeply committed to the pupils' success and take pride in the positive changes they have overseen and championed. Staff share this collective vision for excellence, feeling well-supported and valued in their roles. The pupils are at the heart of everything the school does.

## **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 areas of the curriculum, teaching does not enable pupils to recall prior learning as well as they do in others. This contributes to gaps in knowledge for some pupils. The school should ensure that the curriculum is implemented consistently well across all subjects to help pupils to learn consistently well across all subjects.

## 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>	135913
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10343942
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,096
<b>Of which, number on roll in the sixth form</b>	76
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	William Rock
<b>CEO of the trust</b>	Claire Maclean
<b>Principal</b>	David Butler
<b>Website</b>	<a href="http://www.worcs.tgacademy.org.uk">www.worcs.tgacademy.org.uk</a>
<b>Dates of previous inspection</b>	21 and 22 May 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is one of 13 schools that make up the Tudor Grange Academy Trust.
- The school uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality

of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

The inspection started on 1 October 2024. Inspectors returned on 24 October 2024 to gather additional evidence in line with [Ofsted inspections and visits: deferring, pausing and gathering additional evidence – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/ofsted-inspections-and-visits-deferring-pausing-and-gathering-additional-evidence)

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. They also spoke with representatives from the board of trustees and the local governing body. Inspectors also spoke with the chief executive officer and other staff from the multi-academy trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors visited a sample of lessons in other subjects and discussed the curriculum in some other subjects. An inspector listened to some pupils reading.
- 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 met with pupils both formally and informally. The views of staff were considered through discussions held with staff. Inspectors considered the views of parents through the responses to Ofsted’s online questionnaire for parents, Ofsted Parent View.

## Inspection team

Eleanor Belfield, lead inspector	His Majesty’s Inspector
Anne Maingay	His Majesty’s Inspector
Nicola Walters	Ofsted Inspector
Patrick Amieli	Ofsted Inspector
Jane Epton	Ofsted Inspector
Mark Fenton	Ofsted Inspector

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