

Inspection of Tudor Primary School

Queen's Road, Finchley, London N3 2AG

Inspection dates:	11 and 12 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Tudor is a small, friendly school with the community at its heart. A positive, nurturing atmosphere fills its classrooms, corridors and playgrounds. Each morning, staff warmly greet pupils and set a welcoming tone for the day. The school's exceptional early years provision provides a very strong foundation for learning. Children feel supported and inspired from the start. They are very well prepared for Year 1.

The curriculum is carefully designed and reflects the school's high aspirations. This enables pupils to achieve well. Staff maintain high expectations for behaviour from the moment pupils join. In early years, children show kindness and respect towards others. Older pupils enjoy the outdoor space and a variety of engaging playtime activities.

Relationships between staff and pupils are positive and supportive. Pupils know that if they have a worry, they can speak to an adult in school who will help them. They feel happy and safe in school.

The school fosters a strong sense of belonging. Everyone is included and welcomed. Pupils take pride in their responsibilities and want to make a difference. They understand the importance of contributing to school life. The 'Tudor Way' rules, 'be kind, be brave, take pride and work hard', are embedded throughout the school. This helps pupils to behave well.

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

Published outcomes for 2024 in reading, writing and mathematics were below national expectations. New leadership has a sharp understanding of why this was the case. It has taken the actions needed to ensure that current pupils typically achieve well and show positive attitudes to learning. While some of this work is not fully established, it has, nevertheless, ensured that aspirations are now consistently high, including in English and mathematics. The curriculum has been revised to match these aspirations and build successfully on the strengths of the early years provision. Pupils benefit from a curriculum that helps them to build and practise knowledge in clearly sequenced steps, irrespective of when they join the school. Because of this, pupils learn well overall in most subjects and also find their learning meaningful and engaging.

In the early years, the curriculum is securely embedded. Staff expertly support children in developing very strong foundations of knowledge across all areas of learning. For example, in Reception Year, children learn about 'minibeasts'. They develop and apply their phonics knowledge and language by writing clues for their peers to guess the creature. From Year 1, the English curriculum builds on this further. For example, pupils practise more complex sentence structures and grammatical concepts to develop their writing skills.

Teaching typically helps pupils to understand the concepts and ideas outlined in the curriculum. However, in Years 1 to 6, the recently implemented curriculum in some wider curriculum subjects has not been fully embedded. Consequently, some teaching is not

consistently building pupils' knowledge in a logical order and ensuring that they develop a deep understanding of the concepts taught.

The reading journey begins in the early years, where children develop their understanding of sounds and vocabulary with expert support. This strong foundation ensures early success in reading. Further up the school, pupils who require additional support are promptly identified and given appropriate help. They read ambitious texts and enjoy a broad, rich range of literature. Pupils value reading. They explain that reading makes them feel creative, calm and connected to the characters.

The school identifies the needs of pupils with SEND swiftly and accurately. Staff are well trained to meet these pupils' individual needs. Where needed, pupils benefit from personalised support. This includes, for instance, high-quality, targeted interactions with staff, in both the classroom and the outdoor wooded learning environment. As a result of the school's support, pupils with SEND progress very well through the curriculum.

Behaviour throughout the school is calm and orderly, reflecting leadership's successful work to bring about a positive culture reset. Pupils are expected to conduct themselves well and they do. Where appropriate, the school ensures that pupils get the right additional support to follow school routines and rules. Pupils are proud to be part of the school and show genuine kindness and politeness towards one another. In the early years, children develop a highly focused attitude towards learning, supported skilfully by staff who foster their independence and readiness for Year 1. For example, children independently mixed paints to create colours for butterfly wings and confidently explained their choices. The school is improving attendance through robust procedures, ensuring that pupils and their families receive appropriate support.

The school actively nurtures personal development through a wide range of enriching activities and meaningful leadership opportunities. Educational visits, workshops and sporting events help build pupils' cultural awareness, teamwork and resilience. Pupils learn that small acts of kindness make a difference. They value treating others as they wish to be treated, creating a respectful and caring community. The school's well-embedded approaches to supporting pastoral needs ensure that pupils feel safe and supported. The school celebrates diversity and encourages every pupil to contribute positively. This helps to nurture confident individuals.

Leaders, including governors, have fostered a welcoming, 'family' environment, where positive outcomes are expected of every pupil. Leadership understands and responds effectively to any challenges with achieving these aims. Staff feel valued and take pride in their work. They recognise the school's commitment to supporting their well-being and managing their workload. The school also benefits from the support and expertise available within the federation.

Safeguarding

The arrangements for safeguarding are effective.

(Information for the school and appropriate authority)

- In Years 1 to 6, the new curriculum in some foundation subjects is in the early stages of implementation. As a result, pupils are not consistently building their knowledge in a logical sequence over time. This can limit pupils' progression through the curriculum. The school should ensure that pupils develop a secure understanding of key concepts before progressing to new content, enabling them to deepen their knowledge effectively over time.

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	101299
Local authority	Barnet
Inspection number	10379095
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	188
Appropriate authority	The governing body
Chair of governing body	Katie Dawbarn
Headteacher	Andy Griffiths (Consultant Executive headteacher) Iain Dalziel and Jenny Mitchell (Co-heads of school)
Website	slf.greenhousecms.co.uk
Dates of previous inspection	28 February and 1 March 2023, under section 5 of the Education Act 2005

Information about this school

- The school is part of a hard federation with another local primary school. Both schools are led by a consultant executive headteacher who also leads another federation in the local authority. The consultant executive headteacher is supported by two heads of school.
- The consultant executive headteacher took up post in October 2023.
- The chair of governors took up post in March 2025.
- The school does not use any alternative provision.

Information about this inspection

The 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.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, a number of teaching staff, representatives from the governing body and local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, and history. 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 also discussed the curriculum in some other subjects.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector

His Majesty's Inspector

Christian Hicks

His Majesty's Inspector

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