



# Tudor Primary School

## Inspection Report

**Unique Reference Number** 117109  
**Local Authority** HERTFORDSHIRE  
**Inspection number** 290722  
**Inspection dates** 12–13 December 2006  
**Reporting inspector** Godfrey Bancroft

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Redwood Drive
<b>School category</b>	Community		Hemel Hempstead
<b>Age range of pupils</b>	3–11		Hertfordshire HP3 9ER
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01442 256294
<b>Number on roll (school)</b>	157	<b>Fax number</b>	
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Janice Lewis
		<b>Headteacher</b>	Ms Michelle Pearson
<b>Date of previous school inspection</b>	11 June 2001		

<b>Age group</b> 3–11	<b>Inspection dates</b> 12–13 December 2006	<b>Inspection number</b> 290722
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school. The local community faces some degree of both economic and social challenge. Pupils' attainment on entry to school is often well below average. The percentage of pupils from minority ethnic backgrounds and that of pupils who speak English as an additional language are above average. The percentage of pupils who have learning difficulties and/or disabilities is broadly average. The school has been awarded 'Eco School' accreditation.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school views its effectiveness as satisfactory, but Tudor Primary is a good school. It is also a caring school that enables pupils of all abilities and backgrounds to do their best. As one pupil commented, 'Our teachers are very friendly and helpful.' Provision for children in the Foundation Stage is good and they achieve well. Often from relatively low starting points, pupils make good progress through the school. They achieve well and, by the time they leave, attain broadly average standards. The main reason for this is because teaching and learning are good. Teachers plan work that is matched well to pupils' needs and abilities. They celebrate pupils' efforts and successes, enabling them to become increasingly confident learners. Pupils also learn well because their personal development and well-being are good. They greatly enjoy their learning and feel secure because the care, guidance and support they get are good. Pupils understand the importance of eating healthily and taking regular exercise. They acquire sound basic skills of literacy and numeracy and good social skills that will serve them well in later life.

Occasionally, in some lessons, the pace of learning slackens. This occurs when pupils are expected to listen for too long, rather than being involved in discussions and undertaking work for themselves. The development of pupils' speaking skills is good. However, whilst pupils are confident speakers, they are not always competent and some struggle to put their thoughts into words. The curriculum is outstanding. It provides pupils with a wide range of interesting and enjoyable activities which make a very effective contribution to their learning.

Leadership and management are good. The headteacher has led the introduction of a range of measures that enable pupils to learn successfully. This includes ensuring that teaching is tailored to meet the learning needs of pupils effectively. The governing body fulfil their duties well. They are very supportive and knowledgeable about what the school does well and about what it needs to do to improve further. Parents and carers have overwhelmingly positive views of the school. This has not always been the case in the past and the headteacher and governors have worked very successfully to raise the reputation of the school within the community. One parent said, 'The school provides really good activities for the children.' Improvement since the time of the last inspection has been good. The school has successfully addressed the issues raised at that time and is shortly to embark on a building programme to improve the quality of accommodation for the youngest children. The school's track record shows that its capacity for further improvement is good and it provides good value for money.

### What the school should do to improve further

- Focus even more closely on the development of pupils' speaking abilities.
- Ensure that the pace of pupils' learning is maintained in all lessons.

## Achievement and standards

### Grade: 2

Whilst in Reception, children make good progress and they join Year 1 with standards that are approaching those expected for their age. Pupils continue to make good progress in Years 1 and 2. There is some year-on-year variation but, by the end of Year 2, standards in reading, writing and mathematics are broadly average. The overall picture in recent years is one of steadily improving standards in this age group. A similar pattern is evident in Years 3 to 6 where pupils also achieve well, despite often having had below average attainment when they started school. The improvements of recent years have not had as full an impact on these age groups as on the younger pupils but, by the time they leave at the end of Year 6, standards in English, mathematics and science are broadly average. Pupils who have learning difficulties and those who speak English as an additional language also make good progress. The school sets suitably challenging targets for pupils' attainment which are usually met successfully. The inspection did not look at all subjects but judges that pupils also achieve well in design and technology and physical education.

## Personal development and well-being

### Grade: 2

Pupils love being at school. They enjoy their learning and are very enthusiastic. Attendance is improving but is still below average. This is due to a small number of parents and carers who do not do enough to make sure their children attend as often as they should.

Behaviour is outstanding. Pupils are lively, confident, friendly, helpful and very courteous to one another and to adults. Moral and social development is very good. Pupils are strongly encouraged to think of others and regularly make collections for charities. The buddy system and participation in the Eco club and school council make a very strong contribution to pupils' personal and social development. Because of the very good example shown them by adults, pupils are tolerant and show consideration for others. Pupils' spiritual development is only satisfactory. This is because there are not enough opportunities for them to reflect on their own lives or the lives of others and because music does not have a sufficiently high profile. However, pupils' cultural understanding is well developed and strongly reflects the diverse cultural nature of the school.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan work that caters well for all pupils, including those who have learning difficulties and those who speak English as an additional language. Relationships between pupils and teachers are very good. Teachers celebrate pupils' efforts and

successes. This helps pupils to become increasingly confident and competent learners. Sometimes the pace of learning is reduced when pupils are not involved sufficiently in discussions or in undertaking work independently. Teachers are good at helping pupils to develop their speaking abilities, although sometimes not enough attention is given to helping them to plan their responses to questions. Teachers make good use of the information they gain from assessments to plan the next stages of pupils' learning. Arrangements to ensure that pupils are well informed about the progress they are making and about what they need to do to improve the quality of their work are outstanding. Teaching assistants make a good contribution to pupils' learning.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding and contributes significantly to pupils' improving achievements. The Foundation Stage curriculum captures children's interest and promotes effective learning. The range of extra-curricular activities is outstanding - for example, it includes additional mathematics, chess and Urdu as well as sports - and enhances learning very effectively. Good links are made between subjects and these make learning exciting and more meaningful for the pupils. Pupils learn French in Years 3 to 6. They learn successfully how to stay safe and healthy through personal, social and health education and in lessons in science and physical education. There are good opportunities for more able pupils to take part in extension activities outside school. The school has established very good procedures to allow pupils to participate in decision-making. For example, the school council initiated a friendship stop on the playground as part of its involvement in the new behaviour policy.

## **Care, guidance and support**

### **Grade: 2**

Pupils are cared for very well in both their personal and academic development. Parents rightly feel confident that their children are safe and well supported. The school fulfils its requirements for health and safety. Good provision is made for pupils with specific medical or personal needs. Health and safety routines and risk assessments are effective and conscientiously observed. Child protection procedures are clear and widely understood. As a result, pupils feel safe and secure. On the very rare occasions when bullying occurs, it is dealt with promptly and effectively. Procedures for identifying pupils with learning difficulties and/or disabilities, as well as for those with English as an additional language, are effective and the specialist support they receive enables them to make good progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, supported closely by the staff and governors, is working very effectively to oversee current improvements that are clearly focused on raising standards. These improvements include very good

arrangements to check on and respond to the progress that pupils make. The consistency with which teachers use such measures is part of the reason why the school is improving rapidly. Arrangements for the headteacher, staff and governors to check and evaluate the quality of teaching and learning and other aspects of provision are good. Governors do a good job. They are very supportive and very knowledgeable about what the school does well and what might be improved. Planned improvements are clearly set out in the school's development plan. The role of the governing body is typified by their good work, in partnership with the headteacher, to oversee the current improvements to the accommodation for the Foundation Stage.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

13 December 2006

Dear Pupils,

Tudor Primary School, Redwood Drive, Hemel Hempstead, Hertfordshire HP3 9ER

It was a great pleasure for us to visit your school. Being around to see your Christmas production provided us with a special treat. Well done. We particularly enjoyed the opportunities to talk with you about your education. We agree with you that there are lots of things that your school does well and that make it good. In particular:

- It cares for you well and makes your learning enjoyable.
- It helps you to make good progress.
- Your behaviour is outstanding and you all work very hard.
- Your teachers are good at helping you to do your best.
- Your headteacher and school governors are good at making sure that everything is available for your school to be successful.

We are asking your headteacher and teachers to do two things to make your school even better:

- To give you even more help to become better speakers.
- To make sure that you are involved fully in discussions and activities during all lessons.

Well done. We wish you every success in your education and for your future.

Yours sincerely,

Godfrey Bancroft

Lead inspector