

Tudor Primary School

Inspection report

Unique Reference Number	101299
Local Authority	Barnet
Inspection number	307647
Inspection dates	25–26 June 2008
Reporting inspector	Malcolm Johnstone

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	243
Appropriate authority	The governing body
Chair	Cllr A Moore
Headteacher	Mrs J Stone and Ms S Jayasuriya
Date of previous school inspection	12 January 2004
School address	Queen's Road Finchley London N3 2AG
Telephone number	020 8346 6010
Fax number	020 8346 5547

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves an increasingly diverse community. About a third of the pupils are from White British backgrounds and a similar proportion is of Asian or Asian British heritage. A few pupils from the minority ethnic groups are at the early stages of English language acquisition. The number of pupils eligible for free school meals is above average and increasing. The proportion of pupils with learning difficulties and statements of special educational needs is above average. The main areas of difficulty are with speech, language and communication and behavioural, emotional and social needs. The school achieved the Activemark sport award in 2007.

The governors decided to move to a co-headship arrangement in June 2006, with a temporary experienced headteacher working for one term from January 2007. A substantive co-headteacher was appointed from April 2007, and is working alongside the established headteacher. Both work three days a week with a cross over day in mid-week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education. Disruptive changes in the staffing and senior leadership of the school following the previous inspection led to breaks in the continuity of learning for pupils and a steady decline in standards. The school recognizes this and is working successfully to remedy the situation. Leadership and management are satisfactory and improving. The decision to move to an established co-headship arrangement last year has led to an upturn in the school's performance. The two headteachers have formed a strong bond based on their complementary skills, shared vision and a determined drive for improvement. They have introduced initiatives to raise standards and, although it is too early to judge their long-term impact, there are clear signs that the school is improving in many aspects of its work. Subject leaders share the drive and commitment of the headteachers. Many are new to their post and consequently their roles in relation to monitoring, and the evaluation of teaching and learning are not fully developed.

From low starting points, pupils of all abilities and backgrounds achieve satisfactorily and reach standards that are broadly average. Indicative results for the most recent national tests and assessments for Year 6 pupils in 2008 show standards are rising. They are close to the national average in reading and science but not as high in writing and mathematics. As one parent commented, 'I think the school is now getting better at pushing children closer to their potential'. More focused and regular monitoring, largely by the headteachers, and supported effectively by the local authority, has improved teaching by eradicating any inadequate lessons.

The quality of teaching and learning is satisfactory overall. Relationships are good and classroom assistants provide good support for individual and small groups of pupils. There are increasing examples of good and some outstanding teaching across the school. This is leading to good progress in these lessons. However, this level of teaching is not consistent enough to bring about good progress for all pupils. In the satisfactory lessons, work does not challenge all levels of ability sufficiently. A good range of extra-curricular activities and examples of increasing cross-curricular work add interest and enjoyment to the satisfactory curriculum.

School self-evaluation is satisfactory and developing well. This is because it is now based on accurate data about pupils' performance. The tracking of pupils' progress is more comprehensive and focused, and has helped identify individuals and groups of pupils who are falling behind. This information is being used successfully to target support to these pupils and improve their performance. The good school development plan identifies the right priorities for improvement. The tangible improvements in senior leadership, standards, pupils' progress and tracking indicate good capacity for further improvement.

Pupils' personal development, including their spiritual, moral, social and cultural development and their care, guidance and support are good. Most pupils behave well, are polite, enjoy learning and have good attitudes to school. Racial harmony is strong and there is clear respect for the views and beliefs of others. Pupils contribute well to the school and local community. They have a good understanding of what constitutes a healthy lifestyle and how to keep safe. Sound levels of basic skills help prepare pupils satisfactorily for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation Stage is satisfactory. It has improved markedly over the past year. This is because of the effective support of senior managers and the local authority. The recent appointment of a new leader who teaches in the Nursery has accelerated the progress still further. Many children enter with attainment that is well below that expected of their age. It is particularly low in communication, language and literacy, and mathematical development. Teaching is satisfactory overall, with some recent examples of good and outstanding teaching. This is helping pupils to make good progress. However, because of the very low starting point, a significant minority of the children do not attain the expectations for pupils entering Year 1. The curriculum is relevant and engaging. Assessment and planning takes increasingly good account of the different needs of the children. There is an appropriate balance of adult led and structured play activities, including effective use of the good outdoor areas. There is scope for a more integrated approach across the Foundation Stage with more effective joint planning and a greater sharing of outdoor resources. There is a good induction programme so that all children settle quickly into school.

What the school should do to improve further

- Raise standards and improve pupils' achievements with a particular focus upon writing and mathematics.
- Improve the quality of teaching so that more of it is consistently good or better.
- Devolve greater responsibility to subject leaders so that they rigorously monitor the implementation of improvement initiatives across the school.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In the 2007 national assessments for pupils in Year 2, standards were well below average in reading and writing and below average in mathematics. There has been improvement this year and standards are now below but closer to the national average. In the 2007 tests for pupils at the end of Year 6, standards were well below average in English and mathematics and below average in science. Current standards show improvement with standards broadly average. The school is on course to reach more challenging targets. There is no significant difference in the achievements of pupils from all backgrounds. Pupils with learning difficulties generally achieve in line with other pupils. When they receive additional one-to-one or small group support, they make good progress towards the targets in their individual educational plans.

Personal development and well-being

Grade: 2

Most pupils say they enjoy school, and participate enthusiastically in all that the school offers. Through well-structured personal and social education lessons and religious education, pupils gain an appreciation of cultural diversity and tolerance. They say they feel safe in school, 'get a fair deal' and there is always an adult to help them if they have any difficulties. Most pupils behave well. The few who do not meet these standards are dealt with consistently well and do

not adversely affect the learning of others. Pupils have good opportunities to take on responsibilities as school councillors, class and school monitors. School councillors are proud of their contribution to supporting fundraising events and their involvement with a school in Tanzania. Pupils have good knowledge of the benefits of exercise and many participate in the sporting activities available to them. Attendance remains broadly average and the school is working hard to improve this.

Quality of provision

Teaching and learning

Grade: 3

The improved level of teaching has not been sustained over a long enough period to have made a significant impact on standards. However, there are encouraging signs in many, but not all classes, of improved standards. Teachers are now more equipped to use the comprehensive individual pupil data to assess progress. This is supplemented by pupil reviews between senior staff and class teachers and is helping improve consistency in the teaching of mathematics and writing. Information and communication technology (ICT), including the use of interactive whiteboards supports learning well. Relationships are good across the school and these engender in the pupils confidence and the willingness to 'have a go'. Senior leaders have helped teachers raise their expectations of what pupils might achieve and this is leading to good progress in an increasing number of lessons. Planning has improved significantly and is now consistently good. It clearly identifies what pupils will learn and how the learning of various groups will be assessed. In the satisfactory lessons, still more needs to be done to ensure that this information is used consistently to stretch all levels of ability.

Curriculum and other activities

Grade: 3

The curriculum has an appropriate focus on developing skills in literacy and numeracy. In the curriculum for literacy, there is scope to extend writing experiences across subjects, and in mathematics, the recent emphasis on mental mathematics is not embedded securely. The curriculum helps pupils achieve well in their personal development and satisfactorily in their academic achievements. A good range of additional activities including participation in local sports events enhances the curriculum. Visitors and visits to support class projects help motivate pupils. The school makes good use of external partners to benefit pupils. For example, specialist teachers for music and Spanish extend pupils' experiences. Pupils say they greatly enjoy the integrated projects such as a current theme on the sea where work in a number of subjects is linked. However, this approach to curriculum planning is not yet a consistent feature of work across the school.

Care, guidance and support

Grade: 2

The school provides a secure and friendly environment in which pupils feel valued and supported. There are effective arrangements for child protection and risk assessments. The school works closely with parents and a range of external agencies to support learning. There is early identification of any pupils at risk and their needs met. Teaching assistants provide good additional support for pupils with learning difficulties and those at the early stages of learning English. Improved tracking of pupils' performance is helping identify and target support where

it needed and this is accelerating their progress. There are good examples of developmental marking that shows pupils how they might improve, although this is not a consistent feature in some subjects. Pupils know well their own specific targets for literacy and numeracy. This helps them assess how well they are doing.

Leadership and management

Grade: 3

The co-headship arrangement, with effective support from the local authority, has been the catalyst for change and development. Over the past year, there has been improvement across most aspects of the school's work and a recognition that more needs to be done to raise standards and improve teaching still further. There has been a heavy workload on the senior leadership. Now there is scope to extend the role of most subject leaders to include the rigorous monitoring of teaching and standards in their subjects, and the sharing of good practice. In the climate of the good teamwork and a willing and committed staff, there is clear capacity to achieve this. There is a good partnership with parents, including regular parents' forum meetings. Governance is satisfactory. The governing body is developing well under the skilled leadership of the chairperson. She has the drive and vision to develop further the role of the governors by using the comprehensive and clearer information on pupils' progress to hold senior leaders more to account.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

04 July 2008

Dear Pupils

Inspection of Tudor Primary School, London, N3 2AG

Thank you for the warm welcome you gave us when we visited your school recently. We came to find out how well you and your school are doing. Your school is providing a satisfactory and improving education. There are many good things happening in school, but there are some important things that should be better.

It was really good to talk with you about school and to see you working in lessons. Most of you behave well and always try to do your best. You were very polite and friendly and told us what you enjoy most about school. We would like to thank the school council in particular for the enjoyable and interesting meeting we had. It was good to see how well all of you get on together and how much you know about healthy eating and keeping safe. The adults care for you well and you make good progress in your development as young people.

We enjoyed the Reception class assembly on the weather and it was good to see so many of your parents there. I am sure that they were very proud of you. Your headteachers and all who work in school want to do the best for you.

In order to help all of you to do as well as you possibly can we have asked the school to:

- help you do even better with your work, particularly your writing and mathematics
- make sure that all lessons help you make the best possible progress
- help the teachers who are responsible for leading subjects to ensure that they keep a close check on how well you are doing and make sure all the lessons help you make the best possible progress.

With your help, we are sure the school will become even better.

Yours sincerely

Mr M Johnstone

Lead Inspector