

Tudor Primary School

Inspection report

Unique Reference Number	101913
Local Authority	Ealing
Inspection number	307848
Inspection dates	12–13 June 2008
Reporting inspector	Selwyn Ward

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	283
Appropriate authority	The governing body
Chair	Cllr S Kang
Headteacher	Ms J Kalra
Date of previous school inspection	6 October 2003
School address	Tudor Road Southall UB1 1NX
Telephone number	020 8571 4818
Fax number	020 8574 3576

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Tudor Primary is slightly larger than average but the numbers joining each year vary quite widely. Almost all of the pupils are from minority ethnic groups. Around half the pupils are of Indian heritage. English is the first language for only 10% of the pupils. An average proportion of pupils have learning difficulties, covering mostly moderate learning difficulties and behavioural problems. Many children join the school partway through their primary education, including a number who come from overseas with very little English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Parents comment that the school has made very good progress in the past 5 years. They readily attribute the credit for this to school leaders. As one parent noted, 'The headteacher and deputy headteacher should be given a pat on the back'. Parents point to the rise in standards and the good progress that pupils now make in lessons and over their time at Tudor Primary. This is most noticeable for the large number of pupils who join the school with little English. They do so well because they benefit from good support from teaching assistants and other adults who, between them, are fluent in all the minority languages spoken at the school. This, coupled with the good teaching, means that most children move from a generally well below average starting point to reach average standards by the end of Year 6. More able pupils do not all make as much progress as they should, however, because they are not always set challenging enough work. Sometimes teachers simply expect them to do more of the same work as others, which does little to extend their skills, knowledge or thinking.

Standards and progress have been notably better throughout the school in reading than in writing. School leaders have put in place measures to further raise standards in writing through more extended writing in English lessons. Teachers are giving pupils more opportunities to develop their speaking and listening skills so that they become more confident in their use of language. Questioning, for example, is used to draw out more detailed explanations from pupils. An over-reliance on worksheets in some classes, however, means that opportunities are missed for pupils to use and develop their writing skills in other subjects.

Pupils respond with great enthusiasm to the good curriculum on offer. There is much artwork of a high standard and pupils are proud too of their achievements in music and sports. Pupils especially enjoy being given practical activities and the chance they have to learn Spanish and Punjabi. Relationships throughout the school are very good. From the time they start in the Foundation Stage, children from different backgrounds mix and get on very well together in what parents describe as 'a very pleasing school environment'. The good care, guidance and support that they receive help pupils to grow in confidence and self-esteem so that their personal development is good. Pupils are aware of their individual targets in English, mathematics and science. These, and the feedback teachers give through their marking, contribute to pupils' good progress because pupils know exactly what they need to do to improve their work.

In this well run school, the headteacher, leadership team and governors have a clear and accurate picture of the school's strengths and of those areas that could be better. Their monitoring has helped to improve the quality of provision, so that pupils now make steadier progress as they move through the school whereas, in the past, rates of progress were more uneven. School leaders have together brought about a steady rise in standards, and this success demonstrates the school's good capacity for continued improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children start school with skills and capabilities that are significantly below those expected for their ages. Their language and communication skills are especially weak. They make good progress to attain broadly average standards in most areas of learning, although their language skills remain below average. Children quickly develop in confidence as they build their social skills, so that they increasingly work and play cooperatively. For example, when a Nursery child

wearing a policeman's helmet 'arrested' another and placed him in felt handcuffs, the 'burglar' came along quietly to be placed in the playhouse which they had imaginatively redesignated as a gaol. Children especially enjoy the opportunity for such role-play and practical activities. Some of those Reception children's attention lapsed while the teacher was talking to them about how the troll might have felt in the Billy Goats Gruff story. But even they took part enthusiastically when given the chance to act things out for themselves on the 'rickety bridge' that they had imagined from the climbing frame in the exceptionally well-equipped outdoor play area.

What the school should do to improve further

- Provide able pupils with work that challenges them more and extends their thinking.
- Give pupils more opportunities to write at length in subjects other than English.

Achievement and standards

Grade: 2

Standards in English, mathematics and science are broadly average. This shows strong and steady improvement since the nadir of 2004, when they were exceptionally low. In English, however, pupils do very much better in reading than in writing. Nonetheless, the standards attained represent good achievement. This is particularly the case for the great many pupils who are learning English as an additional language and those who join the school other than at the usual time, many of whom are at an early stage of learning English. These pupils, and those with moderate and other learning difficulties, make such good progress because they benefit from carefully tailored support; very substantially improved since the last inspection. More able pupils do not all make as much progress as they should because they are not always set challenging enough work.

Personal development and well-being

Grade: 2

Pupils participate enthusiastically in activities both during and beyond the school day. They greatly enjoy their learning and concentrate hard on the work they are doing. Behaviour is good in lessons and around the school. Sometimes it is exemplary. This is especially impressive given that several pupils have emotional and behavioural difficulties. Pupils report that bullying is rare and express confidence that there is always an adult they can talk to if they have any worries. Attendance has improved. It is now average. Pupils feel safe and well cared for and they value the very good relationships they have with both adults and each other. Pupils' spiritual, moral, social and cultural development is good, especially in the way they understand the diverse cultures and faiths present in the school and beyond. Pupils show a well developed understanding of how to keep safe and lead a healthy life. The school council is proud of its role in improving school dinners, which pupils certify as 'healthy as well as tasty'. Pupils also play a key role in making decisions about improving the school through their school council activities. This has included their involvement in improving the play equipment. Pupils develop a deep sense of responsibility for others, for example, by acting as 'buddies' and playground leaders at break and lunch times. Pupils respond generously to community responsibilities, regularly making collections for charities, although many know little about the causes that they are asked to support. The good progress pupils make in developing their key literacy and numeracy skills and their good personal development prepare pupils well for later life.

Quality of provision

Teaching and learning

Grade: 2

There are very good relationships between teachers and pupils which make for a relaxed and happy learning environment. Teachers have responded well to the school's initiative to focus on developing pupils' speaking and listening skills. They are increasingly using role play and drama as a way of building pupils' confidence in the way they express themselves. The most successful lessons are well structured and teachers take into account the differing capabilities of their pupils. These lessons move at a brisk pace because of careful planning but also as a result of very effective use of resources such as the interactive whiteboards. Whole-class discussions at the end of lessons are used well to assess pupils' progress and to reinforce their learning. Pupils are clear about what they are expected to learn and are able to evaluate their own work. In some lessons, however, expectations are not as high as they could be and teachers do not always plan tasks which are challenging and interesting for the more able pupils. In some classes, the use of worksheets limits opportunities for pupils to develop their writing skills.

Curriculum and other activities

Grade: 2

The curriculum is enhanced through the addition of Spanish, which is taught in all classes, and Punjabi, which is offered to those who wish to learn it. The use of literacy skills across different subjects is increasing but opportunities for this are still too often missed. Partnership arrangements have enabled the school to make strong provision for music and physical education, for which the school has been awarded the Activemark. During the weekly 'enrichment afternoon', pupils are offered a wide choice of activities which supplement the timetable. Pupils' learning and personal development are well supported by visits, and there is a wide range of mostly well-attended after-school clubs. The importance of competitive sport against other schools is stressed. Pupils respond well to this, even though their enthusiasm has yet to be rewarded with trophies. Morning breaks and lunchtimes are made all the more fun with some excellent playground equipment.

Care, guidance and support

Grade: 2

The school works closely with a wide range of outside agencies to ensure that the behavioural, emotional and social needs of all pupils are met. Health and safety routines and risk assessment are thorough. Child protection procedures are clear and widely understood; all staff have had recent training. The school has consistent and effective systems for rewarding and promoting good behaviour. There are clear procedures for promoting good attendance, with classes eagerly competing for the weekly attendance award, but absences are not pursued as rigorously as they could be. Parents, for example, are not routinely contacted on the first day of their child's unexplained absence. The school keeps a careful track of each pupils' progress, providing timely support when children are identified as needing extra help. This is particularly effective in supporting the progress of those with moderate learning difficulties and the many who speak English as a second language. The induction system for pupils new to the school is thoughtfully planned and ensure pupils settle in quickly. Pupils know their learning targets and are able to evaluate their own progress.

Leadership and management

Grade: 2

Leaders' strong commitment to raising achievement has yielded success. The headteacher has established clear direction for the school and her strong, effective leadership is appreciated by staff, pupils and parents. She is very well supported by the senior team, and the curriculum teams involve staff at all levels. School leaders keep a careful track of pupils' progress and they regularly monitor lessons, although their observations tend to focus on the features of teaching rather than the learning that is going on. This risks giving a misleading picture of the effectiveness of lessons. Nonetheless, school leaders' efforts have resulted in improved teaching and a strengthened curriculum.

Leaders know the school well and take due account of the views of parents and pupils when planning improvements. There is strong commitment to the inclusion of all pupils in all the school's activities, and pupils are set challenging targets. The governing body is heavily involved in developing and improving the school. Governors oversee its work well and ensure effective financial planning.

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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?	2
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	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

24 June 2008

Dear Pupils

Inspection of Tudor Primary School, Southall, UB1 1NX

Thank you for making us so welcome when we came to visit your school. Many of you told us how much you enjoy school, and we could see why. Tudor Primary is a good school. It is well run, and staff have succeeded in making it a happy place where you all get on well together and where you are very keen to do well. We were pleased to see how well behaved you are and how even some of the youngest children concentrate hard on their work. The good teaching, and the good support that teaching assistants give to those of you who do not speak English at home, are helping you to make good progress. We think, though, that some of you could be doing even better. We have asked the school to make sure that those of you who are capable of tackling harder work are stretched more to achieve your very best.

You enjoy the good range of subjects that you get to study but opportunities are sometimes missed for you to practise your writing in subjects other than English. Standards in writing have not been as high as those in reading, mathematics and science, and we believe that more opportunities for writing in your own words and fewer worksheets will help to further raise standards.

The school takes good care of you and is giving you helpful guidance on how to make your work even better. You can help too by reading carefully and following the advice teachers give you when they mark your work and by continuing to work hard to achieve your targets.

Yours sincerely,

Selwyn Ward

Lead Inspector