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Mrs J Stone & Ms S Jayasuriya  
Co-Headteachers  
Tudor Primary School  
Queen's Road  
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London  
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Dear Mrs Stone and Ms Jayasuriya

Ofsted survey programme visit - National Strategies survey 2008-09

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 13 January 2009 to look at the impact of the National Strategies on raising standards and narrowing the attainment gap.

As outlined in my initial letter, the visit focused on the work of the National Strategies in improving outcomes for children and young people. The visit focused particularly on the school's view of the impact of the National Strategies and how this is evaluated.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual schools will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the outcomes of the visit included: interviews with the co-headteachers, other senior leaders, teachers, and a group of Year 6 pupils. I observed part of two lessons and dropped in briefly to the nursery as well as scrutinising relevant documentation.

Senior staff agree that it is difficult to distinguish the impact of the National Strategies from the impact of whole-school initiatives to raise standards and other factors that affect provision. Previous instability in staffing, for example, and the high mobility of pupils has affected the continuity of learning. The school also uses a range of materials and published resources to support learning, some of which have not been developed by the strategies. There is general agreement that training for implementing the revised literacy and numeracy frameworks has had a positive impact on improving teaching and learning. The focus on phonics for younger pupils is judged to be having an impact on raising standards in writing. A systematic approach to adopting the Social Emotional Aspects of Learning materials is considered to have had a

beneficial effect on the ethos within the school, on improving the behaviour of pupils, and has resulted in a reduction in exclusions. A comprehensive system for monitoring pupils' attainment and progress, adapted from a National Strategy approach, gives a clear picture of how well pupils are doing and which pupils could be doing even better. Intervention programmes have not always had the impact intended and so their use has been adapted and modified.

In the lessons observed, teachers used a consistent approach to lesson planning. A strong focus on developing pupils' vocabulary is supported by visual aids and word banks. The use of talking partners was more effective for older children than younger ones, who were a little restless. In one lesson, the balance of talk was weighted too heavily towards the teacher and an overlong introduction restricted the time available to pupils to complete the task. In different ways, neither lesson was challenging enough for potentially higher attaining pupils. The Year 6 pupils I met were very positive about learning and about their literacy targets. In mathematics, they are regularly involved in self-assessment through the 'I can....' statements which identify key elements of learning in each unit of work; this gives them a clear understanding of what they are good at and what they have to work on to improve.

The school has benefited from a high level of monitoring, support, and challenge from the local authority during the last five terms. After successive years of low standards, results rose dramatically in 2008. At Key Stage 1, standards were slightly below average overall and weakest in reading. At Key Stage 2, results were broadly average which, given pupils' starting points, represents good progress. The school's data show that results for 2009 are unlikely to be as high as in 2008, but are unlikely to fall as low as previous years. In general there is an upward trend and, importantly, more pupils are making the progress that should be expected of them.

I hope you find this feedback useful.

Ofsted gathers information on the immediate and longer-term impact of survey inspections, both on the institutions themselves, and with a view to improving its own processes. To this end, I should be grateful if you would complete the attached questionnaire and return it within the next ten days. We have also just sent a copy of the questionnaire by email. Please return your completed questionnaire to either the email or postal address on the form, not to me. We may also contact some schools by telephone after several months in order for us to gain a picture of longer-term impact. Thank you in advance for your assistance.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Jane Wotherspoon  
Her Majesty's Inspector