

Inspection of a good school: Tudor Grange Primary Academy, Haselor

Haselor, Alcester, Warwickshire B49 6LU

Inspection date:

27 January 2022

Outcome

Tudor Grange Primary Academy, Haselor continues to be a good school.

What is it like to attend this school?

Pupils are happy to come to this school, where they feel safe and valued. They have strong relationships with adults and with each other. The school community feels like an extended family. Pupils say that bullying does not happen because issues get sorted out straight away.

Pupils behave well. They have positive attitudes to learning. Staff have high expectations and support pupils to meet them. As one pupil explained, 'We want to behave because it is important.' Pupils listen carefully to staff during lessons. They respond with enthusiasm and work hard. On the playground, they organise their own games to play, and cooperate well together.

Pupils experience a wide range of subjects. They benefit from a well-sequenced and engaging curriculum. Pupils know and remember what they have been learning and enjoy their lessons. They particularly like mathematics, which they describe as fun.

Pupils receive a variety of different experiences to enrich the curriculum. For example, learning to dance to celebrate Diwali added to their understanding of the Hindu faith. Visiting North Wales for a residential trip helped to develop their independence. They also enjoy an increasing number of clubs, such as the computing and cross-stitch clubs.

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

Leaders, including governors and the trust, are ambitious for all pupils. Consequently, pupils acquire the knowledge and life experiences they need to be ready for the next stage of their education. Developing pupils' character and independence is central to the school's work. Staff work closely as a team to ensure they do all they can to support pupils and their families to thrive.

The curriculum is well planned and sequenced so that pupils' learning builds on knowledge from lesson to lesson. In mathematics, pupils know how to apply this

knowledge to solve problems. Staff have a good knowledge of the subjects they teach. In lessons, they give clear explanations to pupils and check on their understanding. As a result, pupils learn the curriculum well. They talk knowledgeably about a range of subjects, showing an understanding of what they learn and why they learn it. Pupils are proud of their work.

Children learn to read as soon as they join the school. In Nursery, children listen to sounds on walks outside and in words. This prepares them to learn how to match letters to sounds in Reception. Very quickly, children learn to read and write words and sentences in their daily phonics lessons. They mostly read from books that match the group of letter sounds they are learning. However, sometimes children read books that contain words and sounds they do not know. This means they struggle to read as fluently as they could. Pupils enjoy reading. They experience a wide range of stories, poems and non-fiction texts. This helps to broaden their vocabulary and their understanding of the diverse world around them.

Teachers use a range of assessment strategies effectively in reading and mathematics. They identify what pupils know and understand. They ensure that they adapt the curriculum and their teaching to cover any gaps in pupils' knowledge. When required, adults give extra support to pupils through interventions. The use of assessment in some of the other subjects is not as developed. Staff do not record information that shows how well pupils have learned the curriculum. As a result, leaders do not have a clear understanding of what may need to improve in these subjects.

The school has worked hard to improve provision for pupils with special educational needs and/or disabilities (SEND). They are determined that pupils with SEND will access the same curriculum as all pupils. They use a range of strategies to identify needs accurately. The school uses pupil passports to record what a pupil with SEND can do and the areas with which they need help and support. Pupils with SEND learn well, because staff know how best to adapt the curriculum to meet pupils' needs.

Pupils' personal development is an important part of the curriculum and of the wider opportunities the school offers. Pupils learn about life in modern Britain through the carefully planned curriculum and assembly programme. Pupils learn to be responsible and caring by, for example, looking after the guinea pigs.

Parents are highly positive about the headteacher and staff. As one parent said, 'The school staff create an umbrella of support and encouragement for pupils and families.' Many others echoed this sentiment. Staff feel very well supported by the headteacher and the trust. They know that leaders consider their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders check that adults who work in the school are suitable to work with children. Staff have regular and varied training that helps them to identify concerns. Staff and leaders

are quick to respond to any issues. They work closely with families and other agencies to get the right support. Staff act to make sure that pupils are safe.

Pupils learn how to stay safe in a range of situations. They learn about safety out in the community and how to be safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- When pupils are learning to read, not all the books they read are closely matched to the letter sounds they are learning. This hinders how fluently they read. Leaders must make sure that books pupils read are more closely matched to the letter sounds they know so that they can read fluently and confidently.
- Assessment in some foundation subjects is still being developed. This means that leaders do not have a detailed understanding of how well pupils are learning what they have been taught. Subject leaders need to strengthen assessment in these subjects, so they are confident that pupils know and remember the content of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Haselor School, to be good in November 2013.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140530
Local authority	Warwickshire
Inspection number	10205161
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	Board of trustees
Chair of trust	Dr William Peter Rock
Headteacher	Gail Duxbury
Website	www.haselor.tgacademy.org.uk
Date of previous inspection	29 November 2016, under section 8 of the Education Act 2005

Information about this school

- This school is part of the Tudor Grange Academies Trust.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector reviewed documents on the school's website, as well as published information about the school's performance.
- Inspectors held meetings with the headteacher, the special educational needs coordinator, subject leaders, governors, including the chair of the governing body, and representatives of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors met with subject leaders, spoke to teachers, visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector met with the headteacher, who is the designated safeguarding lead. Pupils' case files were reviewed. The single central record of the checks on staff's suitability to work with children was scrutinised.
- Inspectors met with staff to discuss their workload and the support they receive to carry out their roles.
- Inspectors spoke to pupils about how safe they feel in school and how they learn to keep themselves safe.
- Inspectors spoke to parents.
- Inspectors considered the responses to Ofsted Parent View, the pupils' survey and the staff questionnaire.

Inspection team

Helen Forrest, lead inspector

Her Majesty's Inspector

Susan Hickerton

Ofsted Inspector

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