

# Inspection of Tudor Court Primary School

Bark Burr Road, Chafford Hundred, Grays, Essex RM16 6PL

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Inspection dates: 28 and 29 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are very happy in school. They learn in a quiet, calm, respectful environment. Pupils are kind to each other, engage well in their learning and work hard.

Pupils work and behave very well because staff have high expectations of them. They enjoy receiving rewards for their positive attitudes to learning and good behaviour. Pupils learn to take responsibility for their own choices. They successfully live up to the school values of respect, pride, happiness, tolerance, integrity and responsibility with great pride.

Pupils feel safe and are safe. Relationships in school are friendly and supportive. Pupils are polite and listen to each other. They discuss their learning well with each other. Pupils respect the staff in school. They know that staff care about their well-being as well as their learning.

Bullying is rare. However, pupils are confident that adults will help them and deal with it, when it does occur.

Pupils learn about a range of families, cultures and countries in the UK and around the world. They celebrate the uniqueness of people in their own community and in the stories that they read. They accept that everyone is different. Pupils are thoughtful and considerate learners.

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

Leaders have planned an aspirational and interesting curriculum. This starts from early years and is carefully matched to pupils' needs. Leaders have set out what pupils should learn, and when, in all areas of the curriculum. In most areas of the curriculum, leaders identify clearly which aspects of learning pupils must remember and teachers need to check. In a few subjects this is less clear. In these subjects, teachers do not always know what pupils need to remember to help them with future learning. This is because effective systems to check what pupils know and need to learn next are not fully developed in these areas of the curriculum. In these subjects, pupils do not achieve as well as they are capable of.

In most subjects, teachers have the expertise needed to teach the curriculum well. They use resources provided by leaders to teach carefully planned lessons. They ask interesting questions and explore new vocabulary with pupils. Pupils concentrate on their learning and practise how they can respond. Pupils understand what they are learning and contribute eagerly to lessons.

Staff teach the early reading curriculum well. Clear plans, routines and resources help teachers to teach and pupils to learn. Teachers check that everyone understands before introducing new learning. Pupils who need more support with reading receive well-planned and effective extra lessons to ensure they achieve well. Pupils encounter ambitious authors when their teachers read aloud to them. They

become confident readers who enjoy listening to and reading stories, poems and non-fiction.

Children in the early years learn well. They listen to their teachers, practise their learning independently and learn to read and count confidently. They become attentive and interested learners. They are well prepared for learning in Year 1.

Pupils with special educational needs and/or disabilities (SEND) make good progress. Leaders have high expectations of what pupils with SEND can achieve. Pupils with SEND learn well alongside their friends. Staff receive regular support and training so that they are clear about the precise support pupils need. This helps pupils with SEND become independent and confident learners.

Pupils behave exceptionally well. They understand the school rules and follow them. All staff have consistently high expectations. Staff use agreed routines to ensure pupils are listening and working hard throughout the school. Pupils take part in discussions well. They concentrate when working both independently and within a group. Learning is not disrupted by inappropriate behaviour. If there is any potentially challenging behaviour, teachers' knowledge of pupils, and their careful consideration about how to support them, ensures pupils are well supported. Consequently, they successfully learn well.

Pupils enjoy school and attend well. Leaders have effective communication systems with parents. They alert parents to any early signs of concern regarding pupils' attendance at school.

Leaders ensure that pupils have opportunities to develop as active, responsible citizens. Pupils learn how to keep themselves physically and mentally healthy. They take part in school performances with pride and excitement. Pupils contribute well to, and are proud of, their school community.

Governors know the school well. They work effectively with leaders to set the aims and ambitions of the school. They provide appropriate support for senior leaders. Governors ensure they receive the information they need from a range of external partners. This supports them in setting priorities for the school. They provide challenge to ensure improvement plans are progressing. Leaders support staff with their workload by ensuring they have time to carry out their roles effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all necessary checks are made before staff are employed by the school. They train staff well to identify concerns they may have about pupils. Staff record their concerns promptly and accurately. They know pupils well and understand the range of risks that pupils face. Leaders act on concerns appropriately. They work with a range of agencies to ensure that pupils receive any

help and support that they need.

Pupils learn how to keep themselves safe. They learn how to stay safe when working online. Pupils also know how to look after their mental health and about the dangers of gangs.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of developing subjects, leaders have not established clear assessment processes. Teachers then do not check that pupils have remembered key knowledge and content before introducing new ideas. Leaders should ensure that there are assessment systems in all areas of the curriculum so that teachers are clear about what pupils know and need to remember to move on successfully in their learning.

## **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.

## **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

<b>Unique reference number</b>	141070
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10241558
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	798
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ednah Sibanda and Christopher Leslie (co-chairs)
<b>Headteacher</b>	Philip Kyriacou
<b>Website</b>	<a href="http://www.tudorcourtprimary.com">www.tudorcourtprimary.com</a>
<b>Date of previous inspection</b>	20 April 2017, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast and after-school club for pupils who attend the school.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- Inspectors carried out deep dives in early reading, mathematics, science, art, history and geography. For each deep dive, inspectors considered the design of the curriculum, spoke with subject leaders, visited lessons, spoke with pupils and teachers, looked at pupils' work and listened to pupils reading with adults.

- Inspectors met with the headteacher, who is also the chief executive officer of the trust.
- The lead inspector met with the co-chairs of the trust and other trustees.
- To evaluate the effectiveness of safeguarding, meetings were held with the designated safeguarding lead, staff and pupils. Inspectors also reviewed records, policies and documents related to safeguarding.
- Inspectors spoke with leaders with responsibility for SEND and visited the alternative provision that leaders use.
- Pupils' records of attendance were examined and discussed with the school's attendance lead.
- Inspectors spoke with pupils in lessons, around school and at breaktimes and lunchtimes.
- The 82 responses and the 50 free-text responses submitted to Ofsted Parent View, Ofsted's online questionnaire for parents, were reviewed.
- The 78 staff responses to the staff survey and the 210 responses from pupils to the pupil survey were also considered.

## Inspection team

Debbie Rogan, lead inspector	Ofsted Inspector
Susan Sutton	Ofsted Inspector
Gina Bailey	Ofsted Inspector
Stuart Pope	Ofsted Inspector

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