

Tudor Grange Samworth Academy, A Church of England School

Trenant Road, Leicester, Leicestershire LE2 6UA

Inspection dates

2–3 October 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Outcomes for pupils are not good enough. Boys, disadvantaged pupils, the most able and pupils who have special educational needs (SEN) and/or disabilities, particularly underachieve.
- The provision for pupils who have SEN and/or disabilities is poor. These pupils do not achieve as well as they could.
- The use of external funds to support disadvantaged pupils and those who have SEN and/or disabilities has not had the impact needed.
- The quality of teaching, learning and assessment, although improving, is inconsistent across subjects and within subjects. In some lessons, learning is inappropriately pitched.
- Teachers do not consistently follow the whole-school assessment policy. This means that some pupils are not receiving the guidance from teachers they could.
- The proportion of pupils who are persistently absent from school continues to be high. Attendance is improving, but some pupils, including disadvantaged pupils and those who have SEN and/or disabilities, continue to miss school too frequently.
- The new leadership in the early years is improving the provision, although children's outcomes remain low. Teachers' and other adults' assessments do not precisely inform children's next learning steps.

The school has the following strengths

- This is an improving school. Leaders' actions, including those of the trust, have successfully improved pupils' behaviour. The climate in the school is calm, purposeful and conducive to pupils' welfare and learning. Pupils feel safe.
- Talented new leaders have brought added capacity to improve the school further. Middle leadership is a developing strength.
- The quality of teaching has improved.
- The curriculum prepares pupils well for life in modern Britain.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve the quality of teaching and thereby pupils' outcomes, particularly for boys, the disadvantaged and the most able, by ensuring that all teachers:
 - appropriately pitch learning to meet the needs of pupils
 - consistently follow the school's agreed assessment policy
 - learn from, and then use, the school's best practice to raise expectations of what pupils can achieve
 - provide pupils with appropriate challenge to help them to progress as they should.
- Improve the provision for pupils who have SEN and/or disabilities so that they attend school regularly and make the progress they are capable of.
- Improve the effectiveness of leadership and management through more considered use of the funding for those pupils who are disadvantaged or who have SEN and/or disabilities, and then review the impact of this funding.
- Increase the attendance of those pupils who are persistently absent.
- Improve the quality of teaching in the early years and thereby increase the proportion of children who achieve a good level of development by ensuring that:
 - assessment information informs the next steps for children across all areas of learning
 - all adults within the provision are focused on children's learning.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders' actions have not yet fully impacted on pupils' outcomes. Some pupils continue to underachieve, including boys, disadvantaged pupils and pupils who have SEN and/or disabilities. Leaders have not yet secured consistently good teaching, pupils' good attendance, or effective provision in the early years.
- The provision for pupils who have SEN and/or disabilities is poor. An external audit, commissioned by leaders, highlights many shortcomings in the education for this group of pupils. The coordinator of the provision for pupils who have special educational needs (SEN) and/or disabilities (SENCo), recently joined the school. She has correctly identified the actions required to improve the provision.
- Leaders' management of the funding intended for pupils who are disadvantaged or who have SEN and/or disabilities has not been fully effective. The impact of spending has not been adequately evaluated. Some eligible pupils are not receiving some of the support they need to overcome their barriers to learning.
- The principal is highly committed to the school and to the community. He has inspired the loyalty of the staff. There is palpable determination from all to improve the school for pupils.
- The trust has successfully recruited senior and middle leaders to the school. They have ensured a strong programme of professional development which includes the opportunity to gain national leadership qualifications. Some leaders, although new to role, are beginning to have the impact needed. The middle leadership of the school is a developing strength.
- Leaders' actions have successfully improved the overall quality of teaching and learning. Teachers with the appropriate subject knowledge and skills have been appointed to the school. Suitable performance management arrangements are in place. Teachers have access to high-quality professional development, including from specialists within the trust and trust-wide networks and events.
- The Year 7 catch-up funding for literacy and mathematics is beginning to have positive impact for those pupils who have not met the standard expected at the end of Year 6.
- Leaders are rightly proud of the school's ethos and work hard to make it meaningful for pupils. The 'Tudor Values' of tolerance, unity, democracy, opportunity and respect are beginning to be more widely reflected in pupils' attitudes to learning and in their conduct. Many pupils told inspectors of the support and care they receive at school.
- Leaders provide effective opportunities through the curriculum and extra to the curriculum to prepare pupils for life in modern Britain. The close link with the church further enhances the curriculum, for example through pupils' involvement in community events and fundraising. Pupils are taught about faiths different to their own and helped to understand their own beliefs.
- Pupils appreciate the very many activities provided to widen their experiences. Much effort is taken to raise pupils' aspirations and help them build their confidence to try

new things, including in sport, drama and the arts. Many pupils travel out of their community. For some, this is for the first time.

Governance of the school

- Those responsible for governance have not ensured that an appropriate pupil premium strategy is in place. They have not made sure that the external funding for pupils who have SEN and/or disabilities is used well to meet their needs.
- The chair of the board of trustees is knowledgeable and is well informed about the challenges facing the school. She and the board of trustees have a good understanding of the strengths of the school and those areas that are still to improve. They have the skills and the capacity to appropriately challenge and support leaders to make the improvements necessary to enhance the school's performance.

Safeguarding

- The arrangements for safeguarding are effective. The designated safeguarding lead has a good knowledge of the issues some pupils may experience. She and the team of mentors are tenacious in ensuring that pupils receive appropriate support and care in a timely manner. This includes support from external agencies when required.
- All staff receive regular training. They are well informed of the procedures to follow if they suspect that pupils' safety and welfare are being compromised. They are well aware of the local issues that may affect pupils and ensure that pupils are supported.
- Pupils particularly appreciate the guidance provided by mentors. Many go the 'extra mile' to support, care, advise and help.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is inconsistent across and within subject areas. In some lessons, the learning is inappropriately pitched. This means that pupils who have SEN and/or disabilities are not able to access learning and thus make the progress of which they are capable. It also means that the most able pupils do not receive the challenge of more complex work.
- Teachers do not apply the school's feedback policy consistently well. Not all pupils know how to improve their work.
- Despite these weaknesses, the quality of teaching, learning and assessment has become better. New teachers have been recruited to the school. These teachers have appropriate subject knowledge and teaching skills. Pupils who spoke with inspectors said that the quality of teaching and their learning had 'really improved'.
- Teachers are beginning to promote a culture of learning successfully. For example, an increasing number of pupils are reinforcing their learning at home. The proportion who take up the offer of additional support before and after school is also increasing.
- There is evidence of successful teaching which is helping some pupils to make better progress. In key stage 2 mathematics, the teacher was skilfully using questions to

promote pupils' mathematical reasoning. In a Year 11 English class, the teacher was successfully promoting pupils' understanding of the author's portrayal of the characters in 'The Inspector Calls'.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Some pupils lack confidence in their abilities and do not see themselves as successful learners. This applies particularly, but not exclusively, to disadvantaged pupils, pupils who have SEN and/or disabilities, and boys.
- The school's mission to be 'a place for all to flourish' is at the heart of the care provided for pupils. Much happens to ensure that they feel safe and have someone to turn to if they need help. This includes support for pupils' mental health and well-being. For example, some pupils are young carers. Staff ensure that all pupils have an appreciation of the challenges faced by these young people. The young people themselves receive empathy and support, including from external agencies and the school nurse.
- In their lessons, tutorials and special events such as the primary fitness week, pupils learn how to keep themselves safe from harm. Pupils told inspectors that they feel safe and are well informed of issues which may pose risks in and out of school. They said that the rare incidents of bullying are dealt with well by teachers and mentors.

Behaviour

- The behaviour of pupils requires improvement.
- The proportion of pupils, particularly pupils who have SEN and/or disabilities, who are persistently absent from school, although reducing, remains too high.
- Some pupils within alternative provision do not attend as regularly as they should. There is an inconsistency in the quality of leaders' monitoring of this issue.
- The school's behaviour policy is working increasingly effectively. The school is a calm, orderly place. Pupils show respect to teachers and other adults. They receive respect in return. Pupils behave well in lessons, at breaktime and lunchtime, and socialise sensibly and happily. Older pupils show consideration to younger pupils.
- Pupils wear their uniform with pride. They look extremely smart and are a credit to the school.
- When speaking with visitors, pupils are polite and conduct themselves well. When taking part in trips outside school, pupils are often praised for the positive way in which they represent their school.

- The proportion of pupils excluded from school has vastly reduced. More pupils are receiving praise for their good behaviour. This includes positive telephone calls from teachers and mentors to parents.

Outcomes for pupils

Inadequate

- Pupils who have SEN and/or disabilities do not make the progress they should. Currently, they do not receive the support they require in their lessons.
- In 2017, pupils' overall progress by the end of key stage 4 was weak. Provisional 2018 results indicate that although there was a slight improvement in overall progress, many pupils have continued to underachieve. Pupils' attainment is poor in English, mathematics and Ebacc subjects.
- In 2017, pupils' progress was significantly below the national average at the end of key stage 2 in reading, writing and mathematics. In 2018, a higher proportion of pupils attained the expected standard in reading, writing and mathematics. However, pupils' progress is not as good as it should be.
- In 2017, disadvantaged pupils achieved much less well than their peers at the end of key stages 2 and 4. Information for 2018 suggests that disadvantaged pupils continued to attain less well and make less progress than their peers.
- Pupils' attainment at the end of key stage 1 has declined.
- There is a legacy of significant underachievement, particularly at the end of key stage 4. There are signs that pupils' progress is improving, but current Year 11 pupils are not achieving as well as they should.
- Some current pupils in alternative provision are being helped to learn new skills and to then have the confidence to return to a full-time school timetable.
- Pupils who have SEN and/or disabilities do not make the progress of which they are capable.
- Leaders' information indicates that most pupils in Years 7 and 8, including disadvantaged pupils and those who have SEN and/or disabilities, are attaining in line with the targets they have been set. There is also evidence of pupils' improved attainment in Year 9, particularly in mathematics.
- Leaders' information indicates that in 2019, when pupils in the current Year 6 are assessed, and those in Year 11 sit their examinations, they will be shown to have made improved progress.
- Leaders' information indicates improvement in pupils' outcomes in key stage 1 and in phonics.
- Pupils speak highly of the careers advice and guidance they receive, including work experience. The proportion of pupils who leave Year 11 and who go on to education, employment or training has increased significantly.

Early years provision

Requires improvement

- The proportion of children who achieve a good level of development has declined since 2016. Some children have not been prepared well for their learning in key stage 1.
- Disadvantaged children and those who have SEN and/or disabilities often achieve less well than others. Additional funding to support these groups of children is not having the impact that it should.
- Leaders and other staff do not use the accurate information they have about children's attainment and progress, to plan tasks and activities that meet children's needs well enough. This means that staff do not address the weaknesses that individual children have.
- Additional adults are not deployed well. They show a great deal of care for children and provide them with support, but do not make the most of opportunities to build on the children's learning consistently well.
- The leader of the early years provision is relatively new to the role and to leadership, but she has had a positive impact. The provision for children is improving. Her planning is focused correctly on the actions required to improve the provision further.
- Staff ensure that they inform parents about and involve them in their children's learning. For example, all parents were involved in a recent event. This improved engagement is helping to ensure that parents are better able to support their children's learning at home.
- Systems to safeguard children's safety and well-being are effective. Statutory requirements are met. Staff are vigilant and caring.
- Children focus well and cooperate well together.
- When the activities planned are appropriate, children show interest and fascination. They find great pleasure and enjoyment in their learning and make good progress.
- Leaders' information indicates that by the end of this academic year a greater proportion of children will achieve a good level of development. This includes some disadvantaged children and those who have SEN and/or disabilities.

School details

Unique reference number	144479
Local authority	Leicester
Inspection number	10053584

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	836
Appropriate authority	Board of trustees
Chair	Jenny Bexon-Smith
Principal	Alan Wilkinson
Telephone number	0116 278 0232
Website	www.samworth.tgacademy.org.uk
Email address	office@samworth.tgacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school has been sponsored by the Tudor Grange Academies Trust since January 2016. The trust is responsible for the school's governance. The school has a local governing board. The chair of the board of trustees is also the chair of the local governing body.
- A small number of pupils are educated at two alternative providers. These are Carisbrooke Specialist Learning Centre and Enstruct.
- The proportion of disadvantaged pupils is high and is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The majority of pupils who attend the school are of White British heritage.
- The principal took up his post in September 2018.

Information about this inspection

- Inspectors observed learning in 43 lessons, across a wide range of subjects, in the early years and key stages 1 to 4. The majority of lessons were jointly observed with senior leaders. Inspectors also observed tutor time and collective worship.
- Inspectors looked at pupils' work in lessons and a sample of pupils' books.
- Inspectors held a range of meetings, including with: the chief executive officer of the Tudor Grange Academies Trust; the executive principal, the principal, senior and middle leaders and other staff within the school. Inspectors spoke with other representatives of the trust, including those providing support to the school.
- The lead inspector spoke with the board of trustees by telephone.
- Inspectors observed pupils' behaviour during lessons, before school and during breaktimes and lunchtimes.
- Inspectors spoke formally with pupils in key stage 4. Inspectors also spoke with other pupils and children more informally.
- An inspector spoke with representatives of the two alternative providers which pupils from the school attend.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, improvement plans, information about the attainment and progress of pupils, records relating to behaviour, attendance and safeguarding, and information on the school's website. They evaluated the effectiveness of external funds, including the pupil premium. The lead inspector checked the school's single central register and the school's system for recruiting staff.
- Inspectors considered the 19 responses to Parent View, Ofsted's online survey. There were no responses to the staff or pupils' surveys.

Inspection team

Jayne Ashman, lead inspector	Her Majesty's Inspector
Julie Saddler-Forman	Ofsted Inspector
Alastair Ogle	Ofsted Inspector
Rob Cruise	Ofsted Inspector
John Edwards	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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