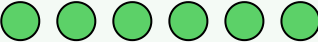


Tudor Grange Samworth Academy, A church of England School

Address: Tudor Grange Samworth Academy, 50 Tenant Road, Leicester, Leicestershire, LE2 6UA

Unique reference number (URN): 144479

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have worked with focus and determination to improve the attendance of pupils. Overall, leaders have successfully supported pupils to attend school regularly. Leaders have strengthened their work with families to help pupils attend school regularly.

Pupils behave well in school. They respond positively to the well-established expectations. Pupils understand and follow the school's clear routines. They move around the building sensibly. In the secondary provision, pupils abide by the one-way system in the corridors, ensuring safe and efficient movement between lessons. Pupils, including children in the early years, concentrate and avoid distractions in lessons. They show pride in their work, including putting effort into neat presentation in their books.

Staff consistently follow the school's behaviour policy. They use praise and rewards to encourage pupils to demonstrate the school's values. When pupils misbehave, staff correct them and ensure that misbehaviour stops and is not repeated.

The school has recently put in place alternative pathways for some pupils, including some with special educational needs and/or disabilities, who need extra help to manage their emotions and behaviour. These are largely successful, though not for some pupils with very challenging behaviour. As a result, the number of pupils suspended is high, although this has reduced.

Curriculum and teaching

Expected standard 

The school has in place a well-designed curriculum. Teachers follow the school's curriculum plans closely. As a result, pupils and children in the early years learn knowledge in a logical order so that they build what they know over time. Teachers have the subject knowledge they need to teach the curriculum effectively.

Leaders know what is working well and where improvements are needed. In recent times, they have focused training to help teachers improve how they support pupils with special educational needs and/or disabilities (SEND). Teachers generally support these pupils well. Occasionally, however, teachers do not adapt learning activities with sufficient precision to meet pupils' individual needs. When this happens, pupils with SEND do not learn the curriculum as well as they could.

Teachers routinely check what pupils know and can do. Often, teachers provide timely support when necessary. Occasionally, however, this does not happen. As a result, pupils sometimes forget or misunderstand key knowledge.

Children in early years and in the primary phase are taught to read, write and use mathematics well. They are well prepared for secondary studies. The school's support for pupils who struggle with these key areas helps them to catch up and access the curriculum.

Early years

Expected standard 

Leaders build positive partnerships with parents and carers to ensure that children join the school happily, whether in Nursery or Reception. Children in Nursery enjoy a welcoming and stimulating environment. They have fun while learning. They make a successful transition to the Reception Year.

Staff ensure that children develop their use of language well. They support children to speak clearly and to increase their vocabulary. Children learn to enjoy books. They delight in the stories staff read to them. In Reception, children learn the basics of reading so that they start to blend sounds and read words and sentences. Staff ensure that children use phonics to spell accurately. Children are well prepared to continue learning in Year 1.

Staff teach children how to maintain good health. For example, children discuss confidently the importance of brushing their teeth and eating healthy foods. Staff help children to discuss their feelings with precise vocabulary. This enables children to communicate their needs clearly when experiencing strong emotions.

Leaders quickly identify the needs of children with special educational needs and/or disabilities and disadvantaged children. They work closely with parents to ensure that these children get the support they need at school and home to make a positive start to their education.

Inclusion

Expected standard 

Leaders pay close attention to the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Starting in early years, they swiftly recognise when pupils find learning difficult. Leaders work closely with external agencies and draw on the expertise of school staff. This helps leaders to identify pupils' needs and design effective support plans to overcome barriers to learning.

Leaders ensure that staff receive useful guidance about the specific needs of pupils and how best to support them. They have prioritised training to ensure that staff can adapt learning activities effectively. This is starting to make a positive difference for pupils.

Leaders check how well support plans enable pupils to learn the curriculum successfully. When necessary, leaders adjust plans to give pupils the best possible support.

Leaders use additional funds to help pupils to take part in the full curriculum. For example, disadvantaged pupils attend clubs and enrichment opportunities unhindered by financial challenges.

Leaders use alternative provision appropriately. They have also created alternative pathways based at the school, tailored to the needs of some pupils with SEND. The Hive and the Sunflower room, for example, give pupils the support they need to access the curriculum at school.

Leadership and governance

Expected standard 

With the support of the trust, leaders in the primary and secondary phases have made marked improvements at the school over recent times. These have improved pupils' experiences at school and their wider life chances. Leaders have put in place effective quality assurance systems that enable them to pinpoint the strengths and weaknesses of the school. Leaders directly address areas of weakness and put effective measures in place to make necessary improvements.

A key feature of the school's improvement is the high-quality professional learning programme that has been refined in recent time. Staff value the opportunities they have to improve their work. They also appreciate the opportunities to build their careers.

Trustees ensure that leaders are completely focused on the best interests of pupils. Trustees take their role seriously as advocates for disadvantaged pupils and those with special educational needs and/or disabilities. Trustees also gather the precise information they need to hold leaders accountable for the quality of the school's provision.

Staff, pupils, parents and carers are positive about the school. Parents value the positive ethos at the school. Staff hold the school's leadership in high regard. They say that leaders take an interest in their wellbeing and support them to maintain reasonable workload.

Personal development and wellbeing

Expected standard 

The school has a well-developed programme to support pupils' personal development. Staff provide pupils with opportunities for spiritual reflection. Pupils learn to value other beliefs and lifestyles. Starting in the early years, staff ensure that pupils understand the importance of helping others and making a positive contribution towards the community. For example, pupils play an active role in supporting local charities. Pupils also take part in democratic activities such as voting in student council elections.

Staff teach pupils about relationships and human sexuality appropriate to pupils' ages. Pupils are aware of the diverse family structures in modern society. They are equipped to build positive relationships and know the signs of an unhealthy relationship.

The careers education programme, starting in the primary phase, introduces pupils to the many opportunities they can aim for in the future. Pupils aspire for ambitious career goals. Staff teach older pupils how to apply for jobs and provide mock interviews so that pupils are better prepared to compete in the job market.

The wider curriculum helps pupils to learn about the natural world and how to have fun outdoors. For example, the school's woodland provision gives pupils of all ages time to reflect on nature while also developing problem-solving and social skills. Pupils also develop confidence and independence during the school's residential trips to activity centres locally and elsewhere in the country.

Staff give pupils lots of opportunities to explore their own interests and talents. The extra-curricular provision has a wide range of options that many pupils benefit from. Leaders

make sure that disadvantaged pupils have the support they need to access the school's enrichment and extra-curricular offer.

Needs attention

Achievement

Needs attention 

Over the last 3 years, pupils in the secondary phase have not achieved as well as they should. Their overall attainment in national tests has been below national averages. Their progress has also been below national averages for 2 of these years. Disadvantaged pupils have fared better. Their achievement is generally in line with national averages. Leaders' analysis shows that pupils' attendance affected their achievement. Leaders continue to address issues regarding the quality of teaching to improve achievement.

Generally, the results of statutory assessments of primary pupils, including disadvantaged pupils, are at least close to national averages.

Pupils' books and responses in lessons demonstrate that they generally learn the curriculum well. However, gaps in learning are notable when teachers do not make suitable adaptations to support pupils effectively, particularly pupils with special educational needs and/or disabilities.

The most recent analysis of pupils' destinations shows that the school prepared them effectively for positive next steps in education, employment or training. In primary and in early years, pupils are well prepared for the rigours of the next key stage.

What it's like to be a pupil at this school

Pupils benefit from the school's ethos of high aspirations and caring for others. They value the pastoral support they receive. Pupils feel safe and listened to by adults at school. Starting in the early years, pupils build positive relationships with their peers and staff. When bullying occurs, staff deal with the issues and ensure that it stops.

Children in the early years know that learning is important. They enjoy exploring the learning activities at school. They share and take turns while learning and playing with others. Pupils in the primary and secondary phases focus well in lessons. They show determination to achieve the high standards set by the school. In class discussions, pupils listen politely to others. When discussing controversial topics, pupils show respect for others' views and share their own thoughts with sensitivity. Pupils readily take up positions of responsibility, such as serving on the school council and as prefects. They discover new interests through the wide range of clubs on offer.

Pupils attend school more regularly than they did in the past. The number of serious behaviour incidents has reduced. This means that fewer pupils are suspended, though the number of suspensions remains high. Pupils generally achieve well. However, outcomes in national tests for a significant number of older pupils are not as high as national averages.

Leaders have prioritised the needs of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. With the help of the trust, leaders have started to build effective provision to support pupils with social, emotional and mental health (SEMH) challenges. These pupils learn to understand themselves and others' needs. They also learn how to manage their emotions and behaviour. Pupils with SEND who have needs other than SEMH benefit from increasingly effective support. However, occasionally teachers do not adapt learning activities well enough to address the specific learning needs of these pupils.

Next steps

- Leaders should ensure that staff adapt their teaching to meet the specific needs of pupils with special educational needs and/or disabilities consistently well.
 - Leaders should ensure that staff routinely check what pupils know and can do and provide any necessary support when concerns arise.
 - Leaders should continue their actions to raise older pupils' achievement so that they achieve at least in line with other pupils nationally by the end of key stage 4.
 - Leaders should ensure that support for pupils who struggle to manage their behaviour continues to improve so that suspensions reduce.
-

About this inspection

This school is part of Tudor Grange Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Maclean, and overseen by a board of trustees, chaired by Peter Rock.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the chair of the trust, a trustee, the CEO, trust leaders, the principal, the primary principal, members of the senior leadership team, subject leaders, pastoral leaders, teachers, support staff, parents and carers and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's most recent section 48 inspection was in April 2018.

The school makes use of 19 registered alternative provisions.

The school also, under the same registration, runs provision for 2-year-olds and 3-year-olds.

The school has undergone a significant change since the last inspection. The primary principal took up her post in September 2025 along with many other members of the school leadership team.

Principal: Aiden Bannon

Lead inspector:

Al Mistrano, His Majesty's Inspector

Team inspectors:

Jason Brooks, Ofsted Inspector

Jonathan Ferstenberg, Ofsted Inspector

Ian McNeilly, Ofsted Inspector

Mark Westmoreland, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

1,009

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,046

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

43.90%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.77%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

20.52%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (revised)	58%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	55%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (revised)	66%	72%	Close to average
2023/24 (final)	62%	72%	Below
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (revised)	64%	74%	Below
2023/24 (final)	63%	73%	Below
2022/23 (final)	68%	73%	Close to average

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	28.5%	45.2%	Below
2023/24 (final)	25.2%	45.9%	Below
2022/23 (final)	20.0%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	37.8	45.9	Below
2023/24 (final)	36.2	45.9	Below
2022/23 (final)	35.1	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.41	-0.03	Below
2022/23 (final)	-0.48	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (revised)	60%	47%	Above
2023/24 (final)	66%	46%	Above
2022/23 (final)	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	62%	Above
2024/25 (revised)	80%	63%	Above
2023/24 (final)	76%	62%	Above
2022/23 (final)	62%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (revised)	75%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	72%	58%	Above
2022/23 (final)	62%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	59%	59%	Close to average

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	10.9%	25.6%	Below
2023/24 (final)	14.3%	25.8%	Below
2022/23 (final)	23.5%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	30.3	34.9	Close to average
2023/24 (final)	29.1	34.6	Below
2022/23 (final)	34.6	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.79	-0.57	Close to average
2022/23 (final)	-0.63	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-11 pp
2024/25 (revised)	60%	69%	-9 pp
2023/24 (final)	66%	67%	-2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	45%	66%	-22 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	76%	80%	-4 pp
2022/23 (final)	62%	78%	-16 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	72%	78%	-5 pp
2022/23 (final)	62%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	69%	79%	-10 pp
2022/23 (final)	59%	79%	-21 pp

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	10.9%	52.8%	-41.9 pp
2023/24 (final)	14.3%	53.1%	-38.8 pp
2022/23 (final)	23.5%	52.4%	-28.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	30.3	50.3	-20.0
2023/24 (final)	29.1	50.0	-20.9
2022/23 (final)	34.6	50.3	-15.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.79	0.16	-0.96
2022/23 (final)	-0.63	0.17	-0.79

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	76%	91%	Below
2022 leavers (revised)	73%	93%	Below
2021 leavers (revised)	89%	94%	Not available

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.4%	8.1%	Above
2023/24 (3 term)	9.7%	8.9%	Close to average

Year	This school	National average	Compared with national average
2022/23 (3 term)	10.1%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	27.7%	21.9%	Above
2023/24 (3 term)	28.9%	25.6%	Close to average
2022/23 (3 term)	30.1%	26.5%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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