

# Inspection of Tudor Grange Academy Redditch

Woodrow Drive, Redditch, Worcestershire B98 7UH

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Inspection dates: 18 and 19 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires Improvement

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

Pupils enjoy coming to this school. They feel safe here. Pupils value the 'small college' system. They say that this helps them to feel 'part of a family'. Pupils get along with their peers well.

Pupils have strong relationships with their teachers. Leaders make sure that pupils have a caring adult to talk to should they have a concern. When bullying happens, staff deal with this effectively.

Leaders are ambitious for the school and the community it serves. They have developed a curriculum that exposes pupils to a range of experiences that support both their academic and personal development. For example, pupils recently visited Bletchley Park and they often take part in theatre productions. Leaders act quickly to provide the right support to those pupils who need it. For example, pupils who attend the school's 'Treetops' provision progress well.

In most lessons, pupils behave well. They are keen to learn. An increasing number of pupils, including those in the sixth form, embody the 'Tudor Grange Way' around the school site. When unwanted behaviour happens, leaders address the underlying causes to make sure it does not happen again. Pupils' behaviour has improved a great deal over recent years.

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

The headteacher and her senior leadership team have successfully steered the school through a period of significant challenge. They are forging strong links with local middle schools. Leaders use these connections to good effect to support pupils when they join. Leaders are caring and compassionate. They consider the workload of their staff when introducing new things. Staff are proud to work at the school.

Leaders, supported by the multi-academy trust, have developed an ambitious curriculum. They are taking appropriate steps to increase the number of pupils entered for the English Baccalaureate. In most subjects, the curriculum is well planned. For example, in mathematics, the knowledge and concepts that pupils need to know and remember are carefully sequenced. Pupils remember this knowledge and can apply it to a variety of problems. However, in some subjects, leaders have not identified in enough detail the important knowledge that pupils need. Where this happens, teachers do not always know what they should be teaching and in what order. Consequently, new learning does not always build upon the things pupils already know.

In some lessons, teachers use assessment well to identify gaps in pupils' knowledge. For example, in the sixth form, teachers use assessment information to adapt their teaching successfully to make sure students remember the important things they need to. This stops students from falling behind. However, in some subjects,

teachers do not check that pupils have understood what has been taught sufficiently well. As a result, they do not re-teach the things that pupils do not understand. This leads to gaps in pupils' knowledge. This is a barrier to pupils progressing well through the curriculum over time.

The provision for pupils with special educational needs and/or disabilities (SEND) is effective. Parents agree. Staff know these pupils well. Consequently, they make appropriate adaptations to the curriculum to support the needs of pupils with SEND. The school's specialist 'Treetops' provision provides a safe and inclusive environment for pupils. As a result, pupils make strong progress.

Leaders have plans in place to support pupils who struggle to read as well as they need to. However, these plans are at an early stage. Currently, some pupils do not read well enough to be able to make sense of the texts they are asked to read in class. This hinders pupils' progress.

In most lessons, pupils behave well. If there is disruption to learning, teachers deal with this effectively. Because of this, minimal learning time is lost. When needed, leaders spend time with pupils to help them to understand why and how their behaviour needs to improve. This work is having a positive impact.

Leaders' work to support pupils' personal development is effective. They are developing an inclusive culture where diversity is celebrated. Pupils who have formed an LGBTQ+ group actively champion pupils' rights and are well supported by leaders in doing so. Pupils, including those in the sixth form, receive appropriate advice about the world of work. They can develop their interests outside of the classroom by taking part in a wide range of activities. For example, pupils take part in sports clubs such as basketball and handball as well as the 'fake away' club where they learn to cook nutritious meals. Students in the sixth form also work as subject mentors to support pupils in key stage 3 and key stage 4. Pupils value all these experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have received appropriate training and know how to recognise pupils who are at risk of harm. Staff are vigilant. Leaders are tenacious and they make timely referrals to social services and chase these up when necessary. They work closely with a range of external agencies to make sure that those pupils who are at risk of harm are kept as safe as possible.

Pupils learn how to keep themselves safe in a variety of situations. For example, they learn about sexual harassment, online abuse and mental health through the school's personal development programme.

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

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

- In some subjects, curriculum planning does not set out the important knowledge that pupils need to know and remember in enough detail. This means that new learning does not always build upon what pupils already know. Consequently, pupils find it difficult to remember what they have been taught. Leaders should ensure that all curriculum planning identifies the precise knowledge that pupils need to learn to enable them to make strong progress.
- In some subjects, teachers do not consistently use assessment well to check pupils' understanding. This means that, on occasion, teachers do not know if pupils have understood what they have been taught and do not, therefore, adapt curriculum planning to take account of what pupils can do. Leaders need to ensure that teachers check pupils' understanding of curriculum content consistently well across all subjects. They need to make sure that teachers use this information to adapt curriculum plans, where necessary, to enable pupils to build more effectively on their prior learning.
- Leaders' plans to support pupils who are at an early stage of reading are at an early stage of development. As a result, some pupils do not learn to read quickly enough. These pupils struggle to access the curriculum. Leaders should accelerate their work to ensure that pupils get the help and support they need to improve their reading.

## 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

<b>Unique reference number</b>	140731
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10211768
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	341
<b>Of which, number on roll in the sixth form</b>	53
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dr William Peter Rock
<b>Principal</b>	Jodie Bolter
<b>Website</b>	<a href="http://www.redditch.tgacademy.org.uk">www.redditch.tgacademy.org.uk</a>
<b>Date of previous inspection</b>	9 June 2021, under section 8 of the Education Act 2005

## Information about this school

- This school is one of 12 schools that comprise the Tudor Grange Academies Trust.
- The school uses full-time alternative provision for a small number of pupils at one registered provider.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this 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.
- Inspectors met with the principal and other senior leaders. Meetings were held with curriculum leaders and the special educational needs coordinator. Inspectors also met with a range of other staff, including early careers teachers and the chief executive officer and trustees of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: science, mathematics, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn how to keep themselves safe. The lead inspector spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- Inspectors took account of parents' free-text comments and the responses to Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.
- Inspectors spoke with the leader of the alternative provision that the school uses.

### **Inspection team**

Alexander Laney, lead inspector

Her Majesty's Inspector

Susan Hickerton

Ofsted Inspector

Huw Bishop

Ofsted Inspector

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