

Tudor Grange Primary Academy, Haselor

Address: Haselor, B49 6LU

Unique reference number (URN): 140530

Inspection report: 25 November 2025

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders manage attendance with precision and effectiveness. Established systems help them spot patterns and trends over time. This way, they quickly identify and address poor attendance. Families receive both challenge and support, and leaders hold parents to account where necessary. Barriers to attendance are tackled thoughtfully, resulting in overall figures that are close to the national average. Importantly, disadvantaged pupils and those with special educational needs and/or disabilities show notable improvements in their attendance due to leaders' timely, effective and supportive actions.

The culture of behaviour across the school is highly positive and purposeful. Leaders follow a careful and steady approach. They watch trends closely and adjust support to help vulnerable pupils. Tailored support, particularly around managing emotions, has a demonstrable impact on pupils' self-regulation.

Staff are well trained and apply the school's behaviour policy consistently and fairly. Pupils demonstrate self-discipline and positive attitudes to learning, with younger pupils benefiting from the role models provided by older pupils. Bullying and discrimination are exceptionally rare. The school is calm and orderly, making it great for learning. High expectations are clear in classrooms, hallways and outdoor areas. Pupils live up to these expectations in their conduct and relationships, which are respectful and genuine. Effective strategies ensure barriers to learning are reduced. Low-level disruption is almost non-existent.

Inclusion

Strong standard ●

Staff at Haselor leave nothing to chance. Leaders have placed inclusion at the heart of everything they do. They ensure that each pupil receives support to thrive, regardless of their starting point or background. Staff understand pupils well and quickly spot any extra needs. This includes needs related to special educational requirements, disadvantage, or other challenges.

From the earliest opportunity, teachers assess children carefully so that they can put the right support in place. Staff use personalised pupil passports to set clear targets. These targets are appropriate, achievable and are regularly reviewed with families and pupils. This helps pupils feel valued, involved and confident in their learning.

High expectations are key to the school's approach. Staff are ambitious for all pupils and believe each one can succeed. Adaptations in lessons are purposeful and intentional. They help pupils engage with the curriculum meaningfully. Pupils are well supported to overcome barriers that they may face, for example through reading support and emotional regulation activities.

Additional funding for disadvantaged pupils is spent effectively. Leaders use approaches that have a highly positive impact on pupils' outcomes and experiences. Staff understand

the barriers that disadvantaged pupils face and tirelessly work to remove these so that every pupil can succeed. This leads to a positive culture of belonging.

Leadership and governance

Strong standard 

Leaders have a shared and ambitious vision for the school. The school's effective leadership and supportive culture help staff and pupils to thrive. Its outward-facing approach also plays a key role. Leaders have a clear and accurate understanding of the school's children, community and context.

A culture of high expectations and professionalism is firmly established. The school is a learning community for everyone. Leaders have embedded a high-quality training programme informed by research and evidence. This builds staff confidence and expertise, enabling rapid improvement and for pupils to have consistently positive experiences in school.

Staff speak positively about the support they receive. They value leaders' commitment to supporting their workload and wellbeing. Leaders act as highly positive role models, and staff express pride in being part of the school community.

Governors and trustees play an active and strategic role in school life. Their oversight gives them a clear view of the school's work and the difference it makes to pupils. They gather a wide range of information, including the views of pupils, parents, carers and staff. This helps them focus on the right priorities to drive improvement. Their involvement provides effective support for leaders and pupils.

Parents are extremely positive about the school and the support it provides pupils and their families. Their involvement helps leaders and greatly enhances pupils' experiences and the quality of education that they receive.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well across the curriculum and are prepared for their next stage of education, training or employment. This is reflected in published outcomes over time. Pupils do particularly well in the phonics screening check in key stage 1. The proportions achieving the expected standard in reading, writing and mathematics by the end of key stage 2 are in line with the national average.

Disadvantaged pupils, those with special educational needs and/or disabilities and vulnerable pupils are well supported. The school prioritises this group of pupils to ensure that their barriers to learning and wellbeing are reduced. As a result, the pupils make progress steadily through the curriculum.

Across the school, pupils build secure foundations in reading, spelling, handwriting and number facts. Where gaps appear, staff identify and address these quickly. Lessons are adapted effectively so that all pupils can succeed and progress well through the curriculum.

Curriculum and teaching

Expected standard 

The school has developed a well-structured curriculum. It helps pupils build secure knowledge across all subjects. The curriculum is carefully sequenced and knowledge rich, enabling pupils to build on what they already know. Teachers check pupils' understanding, identify mistakes and address gaps quickly. However, sometimes, pupils who struggle with writing do not have opportunities to develop their knowledge as well as they might do.

Early reading is a particular strength. The phonics programme is delivered with consistency, and staff demonstrate secure subject knowledge. Adults model sounds accurately, enabling pupils to practise with books that are matched to their ability. Disadvantaged pupils benefit significantly from this approach.

Provision for pupils with special educational needs and/or disabilities is highly effective. Teachers adapt tasks carefully so that all pupils can access the same content and achieve success. Staff know pupils well and plan deliberately to secure the development of essential skills and knowledge.

The school has fostered a professional culture that supports staff in the continued development of their teaching. Leaders keep a close eye on curriculum quality. They also give targeted support to staff, including mentoring for those just starting their careers. This ensures that teaching continues to improve and that pupils are well prepared for future learning.

Early years

Expected standard 

Leaders prioritise the early years. Routines and high expectations help Nursery and Reception children settle very quickly into school life. Staff know the children extremely well and build very positive relationships with their families. They are always available at the start of the school day to discuss children's wellbeing and progress. As a result, children feel safe, secure and happy.

The curriculum is well sequenced across early years to make sure that all children make progress. Leaders ensure that the prime areas of learning underpin this. They make skilled and thoughtful decisions about how learning should be adapted based on their understanding of children's needs. By the end of the Reception Year, children, including those who are vulnerable or face learning barriers, are ready for Year 1.

Staff typically interact well with children. They use these interactions to model speech and broaden children's vocabulary. Staff expertise varies, which leads to some interactions with children not developing their knowledge and vocabulary consistently well.

The school prioritises teaching children to read. Children build secure phonics knowledge and practise using this knowledge. In addition, staff use rhymes and stories to promote a

love of reading and make it fun. The approach is working well. Children practise regularly and become better readers over time.

Personal development and well-being

Expected standard 

Leaders have established a personal development and wellbeing programme that is tailored to meet the needs of all pupils. Their understanding of the pupils and the school community helps them spot individuals who need extra support and act quickly.

Pastoral provision is highly effective, with pupils confident in accessing help when needed. Thoughtful intervention sessions reflect the school's commitment to high-quality emotional support. This fosters resilience, confidence and emotional security among vulnerable pupils.

The school fosters positive relationships, and staff know pupils as individuals. Clear routines and high expectations ensure a calm, purposeful start to each day. Disadvantaged pupils are placed at the centre of decision-making, and the impact of this is evident in their personal development and wellbeing. The enrichment programme is accessible to all. There are reasonable adjustments made so that all pupils can participate. Staff speak highly of the pastoral support, recognising its strength in removing barriers to learning. Leaders monitor interventions rigorously, ensuring that they are effective and sustainable.

Pupils gain from a clear personal development programme. This is delivered through the personal, social, health and economic curriculum, as well as 'Muddy Monday' sessions. Pupils show confidence and resilience. They help the community with charity work and food bank donations. Pupils also accept and respect different views. However, while pupils' depth of knowledge about the wider world is developing, some of their understanding remains insecure.

Leadership opportunities are plentiful. Pupils serve as councillors, house captains and eco-committee members. They have cultivated a sensory garden and launched lunchtime clubs, nurturing their sense of responsibility and independence. A vibrant array of inclusive extra-curricular activities, including sports, music, and the arts, enriches pupils' experience. Educational adventures, like trips to a butterfly farm or a chocolate factory, spark curiosity and are treasured by all. Together, these opportunities help pupils blossom: personally, socially and academically.

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

Tudor Grange, Haselor is a small school with a big heart. Pupils flourish in this warm and friendly school community. Staff have high expectations of all children. Pupils live up to these in every aspect of school life. At each stage, pupils are well prepared for their next steps.

Pupils thrive in the school's highly inclusive culture. Staff know their children and families very well. They recognise the school's importance at the centre of the community. Relationships between staff, pupils and the local community are positive. As a result, the school recognises pupils' strengths while supporting their needs. Pupils enjoy coming to school and attend regularly. Parents describe the school as a welcoming community where children thrive and develop a deep sense of belonging.

Pupils learn a broad and rich curriculum. They are supported appropriately in lessons. Typically, pupils achieve well. The range of trips to enrich pupils' learning is a strength of the school. These enrichment experiences give pupils real-life examples to reflect on. The school ensures that extra-curricular opportunities are always available to all pupils.

The school is a happy place, where positive relationships between staff and pupils are the foundation of its success. There is a calm and purposeful environment in classrooms and around the school. Pupils show positive attitudes to their learning. This begins in the early years, where children quickly learn and follow daily routines. Pupils are polite and respectful. Adults listen to pupils and support them if they are worried about anything. As a result, pupils feel safe and know that they are cared for.

Next steps

- Leaders should ensure that pupils who find the foundational knowledge of writing a challenge have more consistent opportunities to develop their understanding and skills further.
 - Leaders should ensure that staff consistently engage children in early years in high-quality interactions to further develop their knowledge and vocabulary.
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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 Dr 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 school leaders including the headteacher, executive principal and other leaders. They also spoke with representatives of the trust including the CEO, trustees and the chair of the local governing body during the inspection.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Mrs Amie Wilson-Rhone

Lead inspector:

Su Plant, His Majesty's Inspector

Team inspector:

Emma Titchener, 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 25 November 2025

School and pupil context

Total pupils

105

Well below 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: 272

School capacity

120

Well below 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: 300

Pupils eligible for free school meals (FSM)

23.23%

Close to average

What does this mean?

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

National average: 26.3%

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

3.81%

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: 3.5%

Pupils with Special Educational Needs (SEN) support

14.29%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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

Pupils reaching the expected standard in reading, writing and maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25	65%	62%	Close to average
2023/24	36%	61%	Below
2022/23	67%	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	74%	74%	Close to average
2024/25	88%	75%	Above
2023/24	64%	74%	Below
2022/23	67%	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	72%	72%	Close to average
2024/25	82%	72%	Above
2023/24	57%	72%	Below
2022/23	75%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25	88%	74%	Above
2023/24	36%	73%	Below
2022/23	83%	73%	Above

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.

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

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

Year	This school	National average	Compared with national average
Latest 3 year average	17%	46%	Below
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

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	50%	62%	Below
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	S	60%	S

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	42%	59%	Below
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	68%	-51 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

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	50%	80%	-30 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

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	42%	78%	-36 pp
2024/25	S	78%	S
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (1 term)	4.2%	5.1%	Below
2023/24	4.9%	5.5%	Close to average
2022/23	4.5%	5.9%	Below

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 (1 term)	8.1%	14.3%	Below
2023/24	8.8%	14.6%	Below
2022/23	7.4%	16.2%	Below

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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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