

Tudor Grange Academy Redditch

Address: Woodrow Drive, Redditch, Worcestershire, B98 7UH

Unique reference number (URN): 140731

Inspection report: 3 February 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.

Strong standard ●

Inclusion

Strong standard ●

The school accurately identifies the additional needs pupils may have. Staff get detailed information about these needs. Furthermore, staff receive high-quality training on how they can meet these pupils' needs.

Teachers in the special educational needs units receive comprehensive information about the barriers to learning these pupils face and how to address them. They use this information very effectively to ensure that pupils who attend these units can access the curriculum successfully and achieve well. They ensure that these pupils receive the pastoral support they need. Leaders engage well with external agencies so that pupils get the support they need. Pupils with special educational needs and/or disabilities who attend the mainstream school are equally well supported.

Leaders have a precise understanding of the issues that may prevent disadvantaged pupils from succeeding at school. Their strategy to address these issues is implemented effectively, as staff have had high-quality training and support, and additional funding is used effectively. For example, some of these pupils get bespoke pastoral support and extra help with reading. Moreover, leaders have ensured that the enrichment programme enhances these pupils' school experience. Leaders carefully monitor the impact of interventions to ensure that they are making a positive difference. Alternative provision is used appropriately, and leaders ensure that it meets pupils' needs.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders have worked well to address the barriers to regular attendance that some pupils face. They have a detailed understanding of the issues that stop these pupils from attending regularly. The actions they have taken have been effective. As a result, pupil attendance, including that of pupils with special educational needs and/or disabilities and those who are disadvantaged, has improved. Leaders are aware that more needs to be done to build on these improvements to ensure that all pupils have high attendance.

The school is typically calm and orderly. Leaders have established clear routines that pupils understand and follow. Most pupils, including sixth-form students, have positive attitudes to learning. They understand the school's high expectations for behaviour. Teachers are fair and consistent when dealing with behaviour issues. Any issues with pupils being disrespectful, discriminatory or harassing to each other are dealt with swiftly. As a result, pupils show respect to others. Bullying is rare, and when it does occur, staff address any issues effectively.

Staff provide effective support and make sensible adjustments for pupils in the special educational needs units. As a result, these pupils behave well and learn in calm and settled classrooms.

Curriculum and teaching

Expected standard 

Leaders have ensured that an ambitious curriculum is in place that meets the needs of pupils and sixth-form students. The curriculum sets out what pupils will learn, enabling them to build on prior learning effectively. Leaders have ensured that pupils receive the teaching they need to secure important knowledge. For example, leaders have designed a well-thought-out reading strategy that supports pupils to develop their reading skills. Pupils at the early stages of reading get the support they need to catch up with their peers.

Leaders have an accurate understanding of how well teachers deliver the curriculum. Teachers receive regular professional learning to help them deliver the curriculum effectively.

Teachers generally deliver the curriculum well. They have secure subject knowledge and explain new learning clearly. Most teachers check pupils' understanding well so that gaps in learning and misconceptions can be identified and resolved. They give pupils effective feedback so they can improve their work. Teachers typically support pupils well in learning new vocabulary. The teaching that students receive in the sixth form is effective in helping them to learn the curriculum. Most teachers make sensible adaptations to resources and the curriculum so that pupils with special educational needs and/or disabilities can access work well.

Leadership and governance

Expected standard 

Leaders and those responsible for governance have a well-informed understanding of the school's strengths and areas for improvement. Leaders have taken effective action to address any weaker areas quickly. For example, they have improved the way pupils develop their reading skills and worked hard to improve attendance. Furthermore, they have improved how teachers deliver the curriculum by providing effective support and professional learning for teachers. The school and trust also ensure that all staff have access to high-quality professional learning that helps them improve how they carry out their responsibilities. Furthermore, teachers at the start of their careers are well supported. Leaders are determined to ensure that all pupils have a positive experience at school. For example, school leaders, trust leaders and trustees ensure that they have effective oversight of the school's special educational needs units to ensure that they meet these pupils' needs well and consistently take actions in pupils' best interests.

Trustees and governors provide effective support and challenge. They carry out their statutory duties well. Trust leaders support the school well and ensure that those responsible for governance have an accurate view of the quality of the school's provision so that they can hold leaders to account effectively.

Staff are proud to work at the school. They feel well supported by leaders for their workload and wellbeing. The school and trust ensure that staff have access to professional learning that helps them improve how they carry out their responsibilities.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-thought-out programme for pupils' personal development. They have carefully considered what they want pupils, including those who are disadvantaged, to learn, so that they are well prepared for life in modern Britain. Moreover, leaders have ensured that the personal development programme is adapted so that pupils who attend the special educational needs units are prepared well for adulthood.

Pupils learn about how to stay safe online and in the community. They learn about healthy relationships and the dangers of substance abuse at an age-appropriate level. The school uses its 'Tudor' values of tolerance, unity, democracy, opportunity and respect well to support pupils in developing an understanding of fundamental British values and equality. Pupils learn about different cultures and religions. Pupils know to be respectful and tolerant of others, however different they may be.

The school offers a range of extracurricular activities to develop pupils' talents and interests. Leaders have ensured that these activities enhance the experiences of disadvantaged pupils. Pupils enjoy a range of opportunities, such as singing in the choir, music lessons and the school production. Pupils, including sixth-form students, have opportunities to develop their character through leadership activities. For example, some students are school councillors and arrange fundraising activities for different charities.

The school offers pupils effective pastoral support. Some pupils access 'Thrive', a place where they can get support for their wellbeing. Furthermore, some pupils have access to 'emotionally available adults' who provide bespoke support when needed.

Pupils receive effective careers advice and guidance. Students in the sixth form learn about different university courses and apprenticeships. Pupils learn about the world of work through visits and work experience. Pupils are well informed to make decisions about their next steps.

Post 16 provision

Expected standard 

Leaders have ensured that there is a suitable curriculum in place in the sixth form. Students have a choice of 3 curriculum pathways, and these have been designed to meet students' needs and future aspirations. They can choose from a range of academic and vocational courses. Teachers have the subject knowledge they need to deliver the curriculum effectively. They explain new learning clearly and use assessment well to help students improve their work. Teachers support students with special educational needs and/or disabilities well so they can access the curriculum successfully. Most students progress well through the curriculum and produce work that shows a secure understanding of the knowledge they have covered. Students typically achieve well in national examinations.

Students learn about different careers and university courses. They receive effective career advice and guidance. Also, students learn about the world of work through work placements

and experiences. The school ensures that students have access to enrichment opportunities that build their confidence and life skills. For example, students learn how to manage their finances and some take on leadership roles at school, such as subject ambassadors. They are well prepared for their next stage of education or employment.

Needs attention

Achievement

Needs attention 

Most pupils progress well through the curriculum and produce work that shows an understanding of what they have been taught. They demonstrate secure foundations in English and reading that prepare them well for their next steps. Pupils are starting to achieve better due to improved teaching in a range of subjects and key stages. However, this is not yet reflected in national published outcomes. Some pupils, including those who are disadvantaged, do not achieve as well as they should in external examinations at key stage 4.

Pupils who attend the special educational needs units achieve well from their starting points. They develop appropriate skills and knowledge that prepare them well for their next steps.

Most sixth-form students demonstrate a secure understanding of what they have been taught. They achieve well, particularly in vocational subjects.

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

Most pupils enjoy attending and learning at this welcoming and caring school. The school promotes its 'Tudor' values of tolerance, unity, democracy, opportunity and respect effectively. Pupils understand these values. The values help them understand how to be a positive member of the school and society. Pupils who attend the 2 special educational needs units are well cared for and supported. Staff know these pupils well and address any barriers to learning they have effectively. As a result, most of these pupils progress well from their starting points. Other pupils, including students in the sixth form, generally progress well through the typically well-taught curriculum. Most pupils are well prepared for their next steps. However, some pupils do not achieve as well as they should in public examinations at key stage 4.

There are positive relationships between staff and pupils. Most pupils are respectful to each other and staff. They typically behave well in lessons and at social times. Pupils feel safe in school. Bullying sometimes happens, and pupils know staff will deal with any issues. Most pupils attend well and are punctual to lessons. Students in the sixth form have positive attitudes to learning. The school provides a range of pastoral support, so any issues with pupils' wellbeing are addressed. This helps pupils to be included in school life.

The school provides a range of enrichment activities that an increasing number of pupils, including those who are disadvantaged, take part in. These help to develop pupils' talents

and interests. For example, pupils enjoy attending cooking, yoga and music clubs, as well as a range of sports clubs. Pupils have opportunities to contribute to the school. Many pupils and sixth-form students are proud to take on leadership roles, such as subject ambassadors, student council members and members of the 'Eco' council.

Next steps

- Leaders need to ensure that all pupils develop secure knowledge and skills across the curriculum so that they achieve as well as they should in public examinations at key stage 4.
 - Leaders should continue to embed their systems to deal with absence so that they secure regular attendance for all groups of pupils, including those with special educational needs and/or disabilities and those who are disadvantaged.
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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, 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.

Inspectors spoke with the principal, other school and trust leaders and those responsible for governance.

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:

The school includes provision for pupils with special educational needs who have an education, health and care plan. It has an enhanced mainstream autism base, and currently 43 pupils attend this provision. It also has a mainstream autism base with 6 pupils.

The school makes use of 7 alternative provisions, including 3 that are unregistered.

The school has undergone significant change since the last inspection. The principal was appointed in September 2022.

Principal: Marie McNamara

Lead inspector:

Paul Halcro, His Majesty's Inspector

Team inspectors:

Stewart Tait, Ofsted Inspector

Elizabeth Lawson, Ofsted Inspector

Dan Robinson, Ofsted 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 3 February 2026

School and pupil context

Total pupils

401

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: 1,067

School capacity

1,028

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: 1,153

Pupils eligible for free school meals (FSM)

34.68%

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: 28.9%

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

12.72%

Well above 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

24.19%

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

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)

Resourced provision and SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

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)	23.1%	45.2%	Below
2023/24 (final)	14.3%	45.9%	Below
2022/23 (final)	14.7%	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)	29.8	45.9	Below
2023/24 (final)	30.2	45.9	Below
2022/23 (final)	31.7	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)	-0.91	-0.03	Below
2022/23 (final)	-0.64	-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.

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)	6.3%	25.6%	Below
2023/24 (final)	2.3%	25.8%	Below
2022/23 (final)	7.1%	25.2%	Below

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)	21.7	34.9	Below
2023/24 (final)	21.5	34.6	Below
2022/23 (final)	23.7	35.0	Below

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)	-1.29	-0.57	Below
2022/23 (final)	-1.02	-0.57	Below

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' 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)	6.3%	52.8%	-46.6 pp
2023/24 (final)	2.3%	53.1%	-50.8 pp
2022/23 (final)	7.1%	52.4%	-45.3 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)	21.7	50.3	-28.6
2023/24 (final)	21.5	50.0	-28.5
2022/23 (final)	23.7	50.3	-26.6

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)	-1.29	0.16	-1.45
2022/23 (final)	-1.02	0.17	-1.19

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)	90%	91%	Average
2022 leavers (revised)	85%	93%	Below
2021 leavers (revised)	85%	94%	Not available

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	19.57	34.99	Below
2023/24 (final)	28.09	34.38	Below
2022/23 (final)	13.75	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.9	0.0	Below
2023/24 (revised)	-0.1	0.0	Close to average

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)	13.5%	8.1%	Above
2023/24 (3 term)	18.4%	8.9%	Above
2022/23 (3 term)	13.5%	9.0%	Above

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)	35.3%	21.9%	Above
2023/24 (3 term)	45.6%	25.6%	Above
2022/23 (3 term)	38.3%	26.5%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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