

# Inspection of Tudor Grange Academy, Solihull

Dingle Lane, Solihull, West Midlands B91 3PD

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Inspection dates:	29 and 30 April 2025
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The principal of this school is Claire Smith. This school is part of The 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.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Leaders, including governors, share a strong and ambitious vision to support pupils to flourish. Nothing is left to chance. The rigorous, academic curriculum is backed up by an exceptionally well-structured programme for personal development, known as the 'Tudor Habits and Values'. These are at the heart of everything the school does. Parents frequently comment on the warmth and support their children experience at school.

Teachers skilfully guide pupils through a well-planned curriculum in each subject so that pupils' subject knowledge develops consistently and in depth. As a result, pupils achieve exceptionally well.

Pupils enjoy attending school. They have excellent attendance. Pupils arrive at school and lessons punctually. They manage their own behaviour very well and are highly respectful of their peers. The school is extremely calm and orderly. Pupils feel, and are, safe.

Pupils demonstrate exceptionally positive attitudes to their learning. They are well-organised and participate enthusiastically in their lessons. There are lots of opportunities for talk and discussions during lessons, and pupils listen very well to each other.

Pupils value the wide range of extra-curricular opportunities, including many opportunities for trips and visits. Large numbers of pupils are supported to become more responsible and active citizens through their membership of the Combined Cadet Force or the Duke of Edinburgh's Award scheme. The school hosts regular performances and celebration events.

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

Pupils benefit from a highly ambitious curriculum. For example, almost all pupils study a language at key stage 4. In the sixth form, a broad curriculum made up of A-level subjects is at the heart of the offer. Subject leaders carefully set out what pupils need to learn in each term and share this with pupils and parents.

Teachers have a secure understanding of the needs of their pupils, including those with special educational needs and/or disabilities (SEND). They ensure that they use activities and resources to deliver the learning that is at the right level for their classes. Teachers carefully model learning and adapt activities to make sure that pupils with SEND achieve as well as their peers.

Teachers carefully check that pupils understand and remember what they have been taught. They quickly identify misconceptions and make sure that pupils have the feedback they need to improve. For example, in English lessons, teachers help pupils to correctly pronounce new, unfamiliar words. In the sixth form, students are taught to be confident using highly technical specialist vocabulary.

Pupils achieve exceptionally well in external examinations at key stage 4 and in the sixth form. A small group of disadvantaged pupils did less well in their GCSE examinations in

2024. The school has put strategies in place effectively to provide additional help and support for these pupils. Leaders carefully check that the ambitious skills and knowledge are taught effectively in all subjects. As a result, pupils build detailed knowledge and skills in their lessons and achieve well.

Reading is a priority. Pupils in key stages 3 and 4 have regular, well-planned reading lessons. They read demanding texts in mixed-age groups, often helping each other to understand key words. The school provides weaker readers with additional support to build their reading skills so that they can read appropriately for their age.

The school has ensured that pupils benefit from purposeful opportunities to support their personal development. Pupils are very proud of their school and are keen to demonstrate their Tudor Habits and Values. They see them as a very important part of their everyday life at school. For example, pupils place trust in each other and actively support the well-being of others. The school teaches pupils how to reflect on their actions and make wise choices. The school values the diversity of its pupils, making curriculum choices that ensure representation of different cultures. The school celebrates diversity, for example by holding a community iftar.

Pupils have numerous opportunities to build their leadership skills. Many pupils take part in the school council and sixth-form students act as English, mathematics and science mentors for younger pupils. The sixth-form mantra of 'care-challenge-contribute' suffuses every aspect of life in the sixth form. Students who are new to the sixth form comment positively on the warm welcome they receive.

Careers education is fully integrated with the school's Tudor Habits. It is embedded effectively into the planning of every subject. The involvement of ex-pupils and the extensive interaction with a wide range of local businesses, further education providers and universities are a particularly strong feature of the provision. For example, Year 7 pupils have recently enjoyed exploring their 'dream jobs', working alongside the West Midlands Safari Park.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136310
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10343944
<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>	1708
<b>Of which, number on roll in the sixth form</b>	310
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Rock
<b>CEO of the trust</b>	Claire Maclean
<b>Principal</b>	Claire Smith
<b>Website</b>	<a href="http://www.solihull.tgacademy.org.uk">www.solihull.tgacademy.org.uk</a>
<b>Dates of previous inspection</b>	25 and 26 June 2014, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Tudor Grange Academies Trust.
- The school uses five registered alternative providers.
- The school runs a small alternative provision facility on the school site, working with Solihull local authority to take eight pupils from local secondary schools.
- 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.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other senior staff. An inspector met with representatives of the board of trustees, the local governing board and the CEO.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, modern foreign languages, psychology and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## Inspection team

Deborah James, lead inspector	Ofsted Inspector
Mark Fenton	Ofsted Inspector
Clare Considine	Ofsted Inspector
Helen Reeves	Ofsted Inspector
Huw Bishop	Ofsted Inspector

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