

# Tudor Grange Primary Academy, St James

**Address:** Halifax Road, Shirley, Solihull, B90 2BT

**Unique reference number (URN):** 139007

## Inspection report: 14 July 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 ●

### Attendance and behaviour

Strong standard ●

Attendance at Tudor Grange St James is a significant strength. Leaders have a highly secure understanding of attendance and act quickly when attendance declines. Positive relationships with families enable leaders to discuss concerns promptly and provide effective support where needed.

Persistent absence is extremely rare, and attendance remains consistently above the national average. This includes for disadvantaged pupils and other key groups. Pupils value their education and are eager to attend school so that they can benefit from the wide range of learning and enrichment opportunities available.

Pupils maintain consistently high standards of behaviour throughout the school day. Leaders have refined their approach to promoting positive behaviour, which has contributed to a reduction in behavioural incidents over time. Staff apply this approach consistently, and pupils understand expectations well. Pupils are kind and considerate towards one another, and bullying or any discriminatory behaviour is rare. Pupils show deep respect for differences and celebrate diversity within the school community. In lessons, pupils are attentive, engaged and motivated to do their best. When pupils need additional support to behave well, staff provide effective help that leads to positive outcomes. As a result, the school is a calm and purposeful place where pupils learn, thrive and achieve very well together.

### Early years

Strong standard ●

Children in the early years make an excellent start to their educational journey, including those with special educational needs and/or disabilities. Leaders and staff understand effective early years practice very well and apply it with confidence and skill.

The seamless flow between indoor and outdoor areas enables children to investigate, experiment and explore interests that capture their curiosity. Staff interact purposefully and place communication and language at the heart of learning. They expertly narrate activities and model ambitious vocabulary through meaningful demonstrations while playing alongside children. Children readily engage in these conversations. Staff thoughtfully extend their responses, enhancing understanding, enriching language and developing confidence in a sensitive, child-centred way.

Children show high levels of concentration, whether achieving the right consistency for biscuit making, performing dance routines for friends or investigating textures, mixtures and natural materials in the mud kitchen.

They also acquire the essential knowledge and skills needed for reading and writing. High-quality phonics teaching enables children to read unfamiliar words by blending sounds accurately. Staff know precisely what children are ready to write based on their phonics knowledge. They plan purposeful writing opportunities that build fluency.

This nurturing setting fosters security, curiosity and growth across all areas of learning and prepares children very well for the demands of Year 1.

## **Inclusion**

**Strong standard** ●

Leaders work determinedly to identify pupils who face barriers to learning. They act swiftly to understand these barriers and determine how best to help each pupil overcome them.

Pupils with learning and/or wellbeing needs learn alongside their peers. This is because the support and adjustments in place are based on a deep understanding of each pupil and how they learn best. Staff carefully check pupils' progress. The targets they set are ambitious and achievable, enabling pupils to experience success and improvement throughout their time at school. Staff understand these targets well and provide regular opportunities for pupils to practise and achieve them in lessons.

For pupils with wellbeing barriers, the pastoral support is highly effective. It helps pupils regulate their emotions and build resilience. Pupils supported through additional funding achieve well. Leaders spend the funding effectively on strategies and resources that make the greatest difference.

Leaders continually evaluate the effectiveness of their provision. As a result, support for pupils with special educational needs and/or disabilities continues to develop and improve, enhancing all aspects of school life and learning.

## **Leadership and governance**

**Strong standard** ●

Leaders have a deep and accurate understanding of the school's many strengths and are equally clear about where further refinements can improve what is already a highly effective school. Their actions to secure continuous improvement are precise and well considered, rooted in accurate evaluation of the school's performance across all areas.

Inclusion sits at the heart of their work to ensure that all pupils benefit from all that the school has to offer. Leaders also recognise the importance of ensuring that all pupils are ready for the next stage of education, and they are.

Trustees and trust leaders provide effective oversight and share leaders' secure understanding of the school's effectiveness. They ensure that pupils receive the best possible education. Their approach combines appropriate challenge with effective support. They intervene when necessary while maintaining confidence in the school's leadership.

Local governors strengthen the school's work by maintaining close links with the community and ensuring that Tudor Grange St James remains at its heart. They visit regularly to understand how the school supports pupils on a day-to-day basis.

Leaders are considerate of staff workload and wellbeing. Staff recognise and appreciate this. They also value the many opportunities for professional development to further improve their work.

Parents and carers value the guidance, care and education their children receive at this inclusive, supportive and successful school.

## Personal development and wellbeing

Strong standard 

The school's commitment to pupils' personal growth is evident in the high-quality care and support it provides. This nurturing environment helps pupils feel safe, respected and an important part of the school community.

Leaders have developed a comprehensive personal development curriculum that enriches pupils' experiences beyond their academic studies. Pupils enthusiastically embrace the many opportunities available to contribute to school life through positions of responsibility. They particularly enjoy planning and leading lunchtime clubs that other pupils attend eagerly. Through these experiences, pupils develop the confidence, skills and understanding needed to make positive contributions to school life.

Pupils learn how to recognise and respond to potential risks and understand how to keep themselves safe in a range of situations, including online and in the local community. The relationships curriculum is carefully planned and age appropriate. Pupils develop a secure understanding of mental wellbeing, healthy relationships and the importance of making informed choices.

They also gain a secure understanding of fundamental British values and demonstrate respect, tolerance and an understanding of diversity through their interactions with others. Difference is recognised and celebrated.

The school further enhances pupils' development through a wide range of extra-curricular opportunities. These activities reflect pupils' interests and are very well attended. Educational visits and visitors broaden pupils' horizons and deepen their understanding of the wider world.

Leaders carefully monitor participation in clubs, enrichment activities and wider opportunities. When pupils are less engaged, staff take effective action to encourage involvement. This ensures that all pupils, including those who are disadvantaged, benefit fully from the school's extensive offer.

Leaders are ambitious for pupils' futures and introduce them to a broad range of future pathways and careers from an early stage. By the time pupils leave the school, many can discuss clear ambitions and understand the opportunities available to them.

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## Expected standard

### Achievement

Expected standard 

Pupils secure the knowledge and skills they need for future success. As a result, they achieve well over time and are well prepared for the next stage of education.

Historically, pupils have achieved outcomes in national tests that are in line with national averages, and many achieve the higher standard in reading. The focus on reading is evident in lessons. Pupils read widely and regularly. This starts in the early years, where phonics is taught very well.

Occasionally, writing opportunities do not match pupils' current ability closely enough. When this happens, gaps in pupils' learning do not close as quickly.

Disadvantaged pupils also achieve well in reading and writing. Pupils with special educational needs and/or disabilities make positive progress from their starting points. In other subjects, pupils build knowledge over time. However, at times, the gains they make are not as evident as they are in the core subjects.

## Curriculum and teaching

Expected standard 

Teaching is effective. Across the school, teachers have the skills to explain knowledge clearly and successfully. As a result, pupils gain the knowledge and skills they need to build their learning over time. They identify misconceptions and mistakes in pupils' work accurately. Systems give pupils time to make improvements, corrections and additions to their work.

However, the information that staff gather does not consistently lead to adjustments in pupils' next steps, particularly in writing. This means that, on occasion, some activities are too difficult or not challenging enough for some pupils. When activities closely match what pupils already know and can do, pupils often produce work of a high quality.

Pupils with special educational needs and/or disabilities make suitable progress because teachers understand their gaps in learning and how they learn best. This is particularly evident in science, mathematics and English. Reading is prioritised, and pupils read fluently and confidently.

Leaders continue to develop new approaches in subjects such as art, history and geography. These approaches are not yet leading to consistently high-quality outcomes across the curriculum. However, leaders' actions are already having a positive impact, and pupils are beginning to benefit from these improvements.

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

Pupils are proud to belong to this inclusive and welcoming school. They attend regularly and value the many opportunities that school life offers them. They speak warmly about the care, support and opportunities it provides. Pupils feel safe because adults know them well and take time to understand their individual needs. They trust staff and know that there is always someone they can turn to if they have a concern. Pupils are confident that adults listen carefully, take their views seriously and provide the help they need.

Pupils behave very well in lessons and around the school. They treat one another with kindness, courtesy and respect, contributing to the calm and purposeful atmosphere that

characterises daily life, with the school's values at its heart. Pupils are keen for staff to 'catch me caring'. Relationships between pupils and staff are positive and built on mutual respect. Pupils understand the school's expectations and consistently rise to them. Pupils report that bullying is rare. They are confident that staff deal with any issues quickly and effectively.

Pupils enjoy learning and approach their work with enthusiasm. From the early years onwards, they develop secure knowledge and skills across the curriculum, particularly in reading, writing and mathematics. Children in the early years benefit from warm relationships and skilled adult interactions that promote curiosity, independence and confidence. Across the school, pupils build the knowledge and skills they need for future learning and achieve well from their starting points.

Pupils with special educational needs and/or disabilities, along with those who face other barriers to learning, are fully included in all aspects of school life. Staff identify needs accurately and provide carefully tailored support that enables these pupils to learn alongside their peers and achieve success.

Pupils benefit from a wide range of enrichment opportunities, including clubs, educational visits, residential experiences and leadership roles. As a result, pupils leave as confident, considerate and responsible young people who are well prepared for the future, while remaining deeply proud of their school community.

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## Next steps

- Leaders should continue to embed the new assessment systems so that staff plan activities that build securely on what pupils already know and can do, while addressing gaps in learning swiftly.
  - Leaders should continue to embed raised expectations in foundation subjects so that pupils develop knowledge and skills consistently across the curriculum.
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## About this inspection

This school is part of Tudor Grange 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.

The chair of the board of governors in this school is His Honour Murray Creed.

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, deputy headteacher, other senior leaders, 2 trustees and a member of the local governing board. They also spoke with the CEO and trust

executive leaders during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Birmingham. Its last section 48 inspection was in May 2024.

The school currently uses no alternative provision.

The principal has been in post since September 2025. The deputy headteacher has been in post since January 2026.

Principal: Gail Duxbury

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### **Lead inspector:**

Keri Baylis, His Majesty's Inspector

### **Team inspectors:**

Darryl Asbury, Ofsted Inspector

Christian Hamilton, Ofsted Inspector

## **Facts and figures used on inspection**

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

## **School and pupil context**

### **Total pupils**

**241**

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: 272

### **School capacity**

**240**

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: 300

### **Pupils eligible for free school meals (FSM)**

**9.00%**

Well below average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

**4.56%**

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**

**9.54%**

Below average

### **What does this mean?**

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

National average: 15%

### **Location deprivation**

# Close to 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 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 | 64%         | 61%              | Close to average               |
| 2024/25 (final)       | 50%         | 62%              | Below                          |
| 2023/24 (final)       | 77%         | 61%              | Above                          |
| 2022/23 (final)       | 65%         | 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 | 80%         | 74%              | Above                          |
| 2024/25 (final)       | 80%         | 75%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 83%         | 74%              | Above                          |
| 2022/23 (final) | 77%         | 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 | 70%         | 72%              | Close to average               |
| 2024/25 (final)       | 57%         | 72%              | Below                          |
| 2023/24 (final)       | 87%         | 72%              | Above                          |
| 2022/23 (final)       | 68%         | 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 | 79%         | 73%              | Close to average               |
| 2024/25 (final)       | 63%         | 74%              | Below                          |
| 2023/24 (final)       | 87%         | 73%              | Above                          |
| 2022/23 (final)       | 87%         | 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 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 | 59%         | 46%              | Above                          |
| 2024/25 (final)       | 50%         | 47%              | Close to average               |
| 2023/24 (final)       | 71%         | 46%              | Above                          |
| 2022/23 (final)       | 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 | 71%         | 62%              | Above                          |
| 2024/25 (final)       | 67%         | 63%              | Close to average               |
| 2023/24 (final)       | 86%         | 62%              | Above                          |
| 2022/23 (final)       | 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 | 71%         | 59%              | Above                          |
| 2024/25 (final)       | 67%         | 59%              | Close to average               |
| 2023/24 (final)       | 86%         | 58%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2022/23 (final) | S           | 58%              | S                              |

### 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 | 59%         | 60%              | Close to average               |
| 2024/25 (final)       | 50%         | 61%              | Close to average               |
| 2023/24 (final)       | 71%         | 59%              | Above                          |
| 2022/23 (final)       | 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 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 | 59%         | 68%                              | -9 pp                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 50%         | 69%                              | -19 pp                  |
| 2023/24 (final) | 71%         | 67%                              | 4 pp                    |
| 2022/23 (final) | 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 | 71%         | 80%                              | -9 pp                   |
| 2024/25 (final)       | 67%         | 81%                              | -14 pp                  |
| 2023/24 (final)       | 86%         | 80%                              | 6 pp                    |
| 2022/23 (final)       | 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 | 71%         | 78%                              | -7 pp                   |
| 2024/25 (final)       | 67%         | 78%                              | -12 pp                  |
| 2023/24 (final)       | 86%         | 78%                              | 8 pp                    |
| 2022/23 (final)       | S           | 77%                              | S                       |

## 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 | 59%         | 80%                              | -21 pp                  |
| 2024/25 (final)       | 50%         | 81%                              | -31 pp                  |
| 2023/24 (final)       | 71%         | 79%                              | -8 pp                   |
| 2022/23 (final)       | 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 (3 term) | 3.9%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 3.9%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.3%        | 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 (3 term) | 6.1%        | 13.0%            | Below                          |

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2023/24 (3 term) | 7.6%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 7.6%        | 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 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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