

# T3

THE TUDOR TEACHER

SUMMER 2026



TUDOR  
HALL



## Introduction

It gives me enormous pleasure to introduce the latest edition of *The Tudor Teacher*. At the time of publication we will be approaching our High Performance Learning (HPL) World Class School accreditation inspection. We are two years into our HPL journey but Professor Deborah Eyre’s HPL philosophy and framework is nearing its 10-year anniversary. At the recent annual HPL Conference Professor Eyre’s keynote lecture reflected upon the key tenets of HPL and the culture of school improvement; such principles guide our teaching, coaching and pastoral care. She argues the most critical recommendation is for teachers and school leaders to reject the “fixed-ability” mindset—the belief that only some students are born gifted—and instead adopt a “pedagogy of possibility” that assumes high performance is achievable for the vast majority of our girls if they are taught the right skills.



For HPL to be transformational it needs to be in the DNA of the school. We must create a “Community of Practice” and should actively investigate—through both research and practice—how to optimise each individual ACP and VAA within our specific subjects. As school leaders, we are encouraged to understand that HPL is not a quick fix. The impact is cumulative, and the longer a Tudor girl is exposed to this way of learning, the more likely they are to become a high performer. Consistency over many years is required to see extraordinary rewards in exam results and co-curricular outcomes. Professor Eyre recommends moving away from the “School Improvement” model, which she describes as restrictive and compliance-based. She advocates “High-Trust Models”—moving toward a system where accountability lies at the institutional level with light-touch external validation; and “Influencing Policy” focusing on life-ready and work-ready outcomes rather than narrow standardised objectives.

Within this edition you will read the work of colleagues engaging with the HPL philosophy and responding to Professor Eyre’s call to action. Their work will shape our provision going forward. Chair of our Teaching and Learning group, Jonitha Peterpillai, reflects upon the culture of learning here at Tudor; Andy Parkes, teacher of Biology, outlines the key similarities of teaching in South Africa and the UK; Scarlett Embury, teacher of Maths, shares how helping girls grow their confidence, resilience and communication skills can transform what they do in the classroom and beyond, whilst PE Teacher, Katie Viggers explains why literacy is critical to success in PE and Games. Lindsey Cullen, Head of Classics, examines why oracy is a much-valued skill for life, as well as an excellent tool to develop intellectual confidence, whilst Lily Gulliver, Head of Psychology, suggests six strategies to bridge the gap between traditional assessment and modern cognition. Their thoughts and experiences are inspiration for developing our own professional practice.

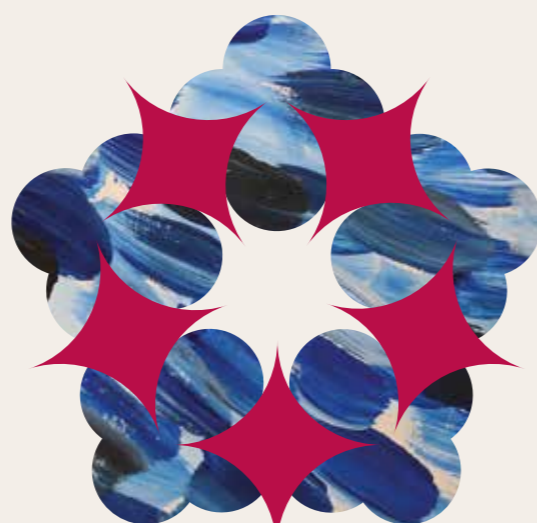
I would like to take this opportunity to thank colleagues and pupils for their time, effort, hard work and good humour which does so much to positively shape our school. They are further proof that our school motto “*habeo ut dem*” infuses life in our community. I must also thank Duncan Gowen, our HPL Coach, for his wisdom as we near the end, I hope, of our accreditation journey — though this is merely a phase of our ongoing ambition for further improvement. Special thanks too to the editorial team for pulling all these articles together whilst mocks, reports, exam preparation and coursework were dominating much of our time and thinking. The next edition of T3 will be published in 2027.

**Simon Smith, Deputy Head (Academic)**

## Contents

Introduction	3
Shared ambition	5
Adapting our teaching practices for the younger generation	6
Two countries, two classrooms: my journey as a teacher	10
From stuck to self-assured	12
Literacy in Physical Education	14
Oracy	16

Editors: Jonitha Peterpillai, Lily Gulliver, Andy Parkes, Scarlett Embury, Katie Viggers and Lindsey Cullen.  
Design: Nicola Mawle





## Shared ambition

It is a pleasure to be the first contributor to this edition of T3, my first as part of my role overseeing the Teaching and Learning Group. Over the past year our work has centred on a shared ambition: refining teaching so that it consistently drives strong progress, deep thinking and lasting confidence in every learner. High Performance Learning has provided a powerful lens for this, helping us focus not only on what we teach but on how students think, speak, reflect and grow.



One of the most encouraging aspects of this journey has been the professional conversations it has sparked across departments. Teaching and learning is never static. It evolves through curiosity, research, collaboration and a willingness to reflect honestly on our practice. The discussions happening in classrooms, meetings and corridors show a staff body deeply committed to understanding how girls learn best and to adapting practice with purpose and precision.

A key thread running through this edition is the idea that high performance is built intentionally. Whether through language, questioning, feedback, relationships or classroom culture, small deliberate shifts in teaching can have a powerful impact on student outcomes. When high expectations are matched with the right support, classrooms become places where challenge is welcomed, mistakes are normal and confidence grows from effort rather than quick success.

What I am most proud of is the collective spirit behind this work. The Teaching and Learning Group is not about initiatives or quick wins. It is about building a shared understanding of excellent practice and sustaining it over time. The contributions in this issue reflect thoughtful experimentation, professional generosity and a genuine commitment to improving the learning experience for our girls.

I hope this edition prompts reflection, discussion and inspiration as we continue working together to ensure that every classroom experience is purposeful, ambitious and as empowering as it can be.

**Jonitha Peterpillai, Head of Mathematics  
and Chair, Teaching and Learning Group**

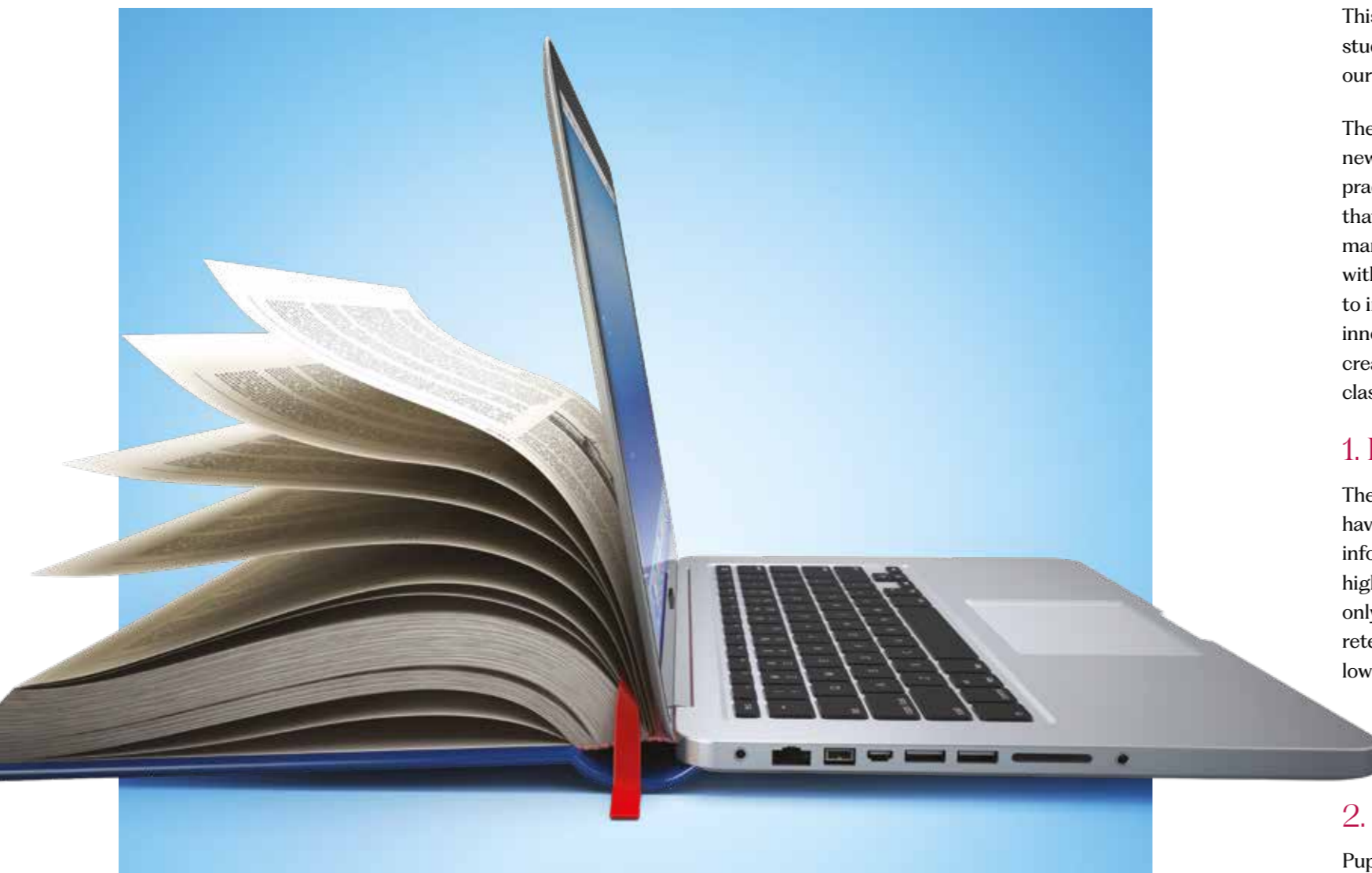


Psychology teacher, Lily Gulliver, has become increasingly aware of the widening gap between the way today's students learn and the way many classrooms still operate. Growing up in a fast-paced digital world has shaped a generation that processes information differently, requiring us as teachers to rethink how we engage, motivate, and support learners. In this article, she explores how evidence-based teaching strategies can be adapted to better meet the needs of modern students, while maintaining the core principles of effective education.

## Adapting our teaching practices for the younger generation

No one can deny that the world has gone through a process of rapid change. Technology, social media, and instant access to information have reshaped how young people live, develop and

learn. The classroom of today looks very different from the one many of us remember, and yet in many ways the education system itself has remained largely the same.



During my school years, completing schoolwork and homework typically involved consulting books, dictionaries, and encyclopaedias, as well as engaging in conversations with others to gather information on unfamiliar topics. More often than not, this information was then synthesised into a piece of extended writing. In contrast, today's students have grown up in a digital environment characterised by smartphones, streaming platforms, and bite-sized, interactive content. They process information in fundamentally different ways, and their cognitive development reflects the influence of these constantly evolving technologies. Consequently, the disparity between traditional teaching and exam methods, and the ways in which modern students learn is becoming increasingly pronounced.

As educators, we may represent the first generation to face a uniquely complex challenge. Our role now extends far beyond the delivery of curriculum content and preparation for exams. We are increasingly required to act as mentors, coaches, and guides along an untrodden path. It is essential that we invest time in understanding how younger generations think, learn, and process information. With this insight, we must work to bridge the widening gap between contemporary learning preferences and an examination system that can, at times, feel outdated.

This raises two critical questions: How do today's students process information, and how can we adapt our teaching practices to meet them where they are?

The six pedagogical strategies outlined below are not new; they are well-established and familiar to most practitioners. However, in the context of a generation that is increasingly at risk of feeling disengaged or marginalised by an education system not designed with their needs in mind, it is more important than ever to integrate these evidence-based approaches with innovative, responsive methods. By doing so, we can create meaningful connections with the learners in our classrooms today.

### 1. Immediate and timely feedback

The pupils of today thrive on immediacy, they have grown up in a world of instant responses and information. Research on formative assessment highlights that frequent, low-stakes feedback not only sustains motivation but also improves long-term retention (Black & Wiliam, 2009). Building in regular, low-stakes assessments whether through quizzes, digital platforms, or live marking in class, helps sustain motivation and shows pupils how they are progressing in real time.

### 2. Scaffolding and model answers

Pupils value clarity and structure. Providing scaffolding



*"The classroom of today looks very different from the one many of us remember..."*

and worked examples is supported by cognitive load theory (Sweller, 2011), which argues that reducing unnecessary mental load frees capacity for deep learning. Providing scaffolds and model answers early on in a course or topic, and crucially before assessment, can allow for more effective differentiation and lets pupils progress at their own pace without stigma.

### 3. Short-form content and fast-paced learning

Attention spans are shaped by fast-moving content, so lessons need to balance depth with pace. Micro-learning strategies such as "do now" tasks or regular retrieval practice are strongly supported by cognitive science as a way to boost recall (Roediger & Butler, 2011). Case studies in UK schools also show that shorter, varied tasks increase engagement, particularly for learners with lower baseline motivation (Walters et al. 2022).

### 4. Building strong narratives

Young people connect with stories. Although it may not be possible across all academic disciplines, embedding content within strong narratives makes it more memorable (Willingham, 2009). In social sciences and history, case-study-based teaching has been shown to improve not only retention but also critical engagement (Biggs & Tang, 2011).

## 5. Empowering choice

Young people today are used to having a high level of choice over what they give their attention to. Giving pupils even limited choice in the classroom enhances ownership of learning. Deci and Ryan's (2000) self-determination theory argues that autonomy is a key driver of intrinsic motivation. In UK research on blended classrooms, pupils reported that the ability to choose task order or format improved their engagement and confidence in the classroom (Clark-Wilson & Hoyles, 2020).

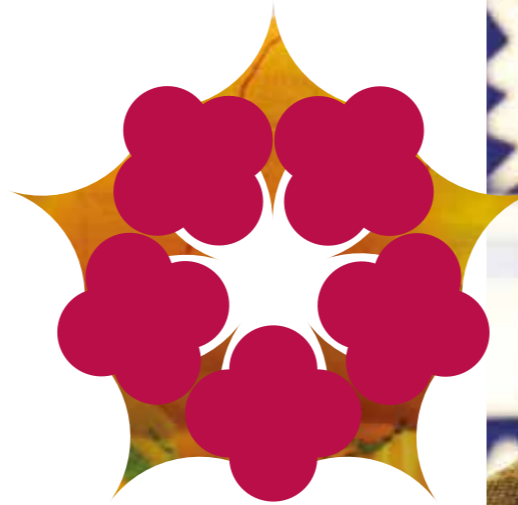
## 6. Foster a love of the subject through positive relationships

While external rewards do still play a role, in an age where information is so easily accessible, the ultimate goal is to spark curiosity and a love of learning. Evidence shows that teacher enthusiasm, positive relationships, and relevance to real-world applications all strengthen intrinsic motivation (Jowett, 2023; Roorda et al., 2017). Strong teacher—student relationships have been repeatedly linked to higher engagement and achievement.

Adapting our teaching practices does not mean abandoning everything we once knew. Instead, it is about combining evidence-based approaches with new strategies to connect with today's learners. By taking the time to understand how the younger generation think and learn, and by grounding our practices in research, we can bridge the gap between traditional assessment and modern cognition, ensuring that our teaching remains relevant, impactful, and inspiring.

### References

1. Black, P. & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp. 5–31.
2. Biggs, J. and Tang, C. (2011). *Teaching for quality learning at university: What the student does*. 4th ed. Maidenhead: Open University Press.
3. Clark-Wilson, A. and Hoyles, C. (2020). *Mathematics education in the digital age: Learning, practice and policy*. London: UCL Institute of Education Press.
4. Deci, E. L. & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation. *American Psychologist*, 55(1), pp. 68–78.
5. Jowett, S. (2023). Teacher—student relationship quality as a barometer of teaching and learning effectiveness. *British Journal of Educational Psychology*, 93(2), pp. 399–416.
6. Roediger, H. L. & Butler, A. C. (2011). The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, 15(1), pp. 20–27.
7. Roorda, D. L. et al. (2017). Affective teacher—student relationships and students' engagement and achievement: A meta-analytic update. *School Psychology Review*, 46(3), pp. 239–261.
8. Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55, pp. 37–76.
9. Walters, L., Hall, E. and Dodd, A. (2022). *Understanding how students learn: A guide for educators*. London: Sage Publications.
10. Willingham, D. T. (2009). *Why don't students like school?* Jossey-Bass.



Andy Parkes is a Biology teacher at Tudor Hall and a former biokineticist. His passion for biology and human development drives his commitment to inspiring curiosity and supporting pupils both inside and outside the classroom.

## Two countries, two classrooms: my journey as a teacher

Before moving to the UK, I spent several years teaching in South Africa, and before that, I worked as a biokineticist, helping people recover from injuries and improve physical performance. That experience gave me a deep appreciation for the connection between biology and human potential, which ultimately inspired my transition into teaching.



When I look back on my teaching journey, I'm struck by how much the classroom experience is shaped by culture, tradition, and rhythm of life. Teaching in South Africa and now in the UK has been like living two different chapters of the same book—each with its own challenges, rewards, and lessons.

In South Africa, my day started early with the first lesson beginning at 7:45. The school was a co-ed independent day school following the IEB syllabus, and my classes averaged about 22 students. I taught Biology, Sport Science, and Physical Education. The pace was lively, with two 30-minute breaks that gave everyone time to breathe. However, the day didn't end when the bell rang at 14:45—sport was a big part of school life. From 15:00 to 17:30, I swapped my lab coat for a whistle, coaching and cheering on in the fields. Those afternoons were more than just sport; they were about building relationships, teamwork, and resilience. It was exhausting at times but deeply rewarding.

Fast forward to today, Tudor Hall, and life feels different. Not only have I swapped the sun for the cold, but the UK has a lot to offer. Here, I teach Biology within the A Level and GCSE frameworks. The day begins at 8:20 and lessons end at 15:45, with a break and lunch to punctuate the hours. There's less emphasis on afternoon sport; instead sport is integrated into the school day. One of the real positives is the smaller class sizes, which allow for more individual attention and deeper engagement with each pupil. Being part of the boarding house means I see girls beyond the classroom—helping them navigate the ups and downs

of daily life, sharing conversations that aren't about grades or subject theory. It's a privilege to be part of their world in such a holistic way.

What have I learned from teaching in two countries? That education is never just about content—it's about context, connection, and culture. In South Africa, the energy of sport and community shaped my teaching, while in the UK, the depth of pastoral care and boarding life taught me patience and empathy. These experiences remind me that although syllabuses may differ slightly, the heart of teaching remains the same: inspiring curiosity and helping young people grow into confident, capable individuals. Whether it's cheering on a sports team, watching a cultural event or supporting a girl through boarding school life, teaching goes far beyond exams and tests—it's about shaping lives, building character, and being present when it matters most. And that, for me, is the greatest privilege of all.



*"I'm struck by how much the classroom experience is shaped by culture, tradition, and rhythm of life."*



Scarlett Embury, Maths teacher and Head of Lancaster, shares how helping girls grow their confidence, resilience and communication skills can transform what they do in the classroom and beyond.

## From stuck to self-assured

At Tudor Hall, we know our girls achieve great things, not just in exams, but in sport, performance, and life beyond the school gates. Whether it's pushing through the final stretch of a heated netball match or stepping into the spotlight on stage, Tudor girls are no strangers to challenge. What we're now focusing on is bringing that same determination, intellectual confidence and resilience into the classroom.



As a Maths teacher, I see it most clearly when pupils hit a wall. Maybe the question doesn't make sense. Maybe they've got it wrong for the third time in a row. Maybe they've just convinced themselves they're "not a maths person." That's when it matters. That's the moment to help them pause, reflect and reframe, to think about how they are thinking, not just what they are doing.

We talk a lot about growth mindset in education, thanks to Carol Dweck's work, but it's more than a buzzword. It is a culture of high expectations; one where mistakes aren't embarrassing, they're expected. Where students are praised not for being 'clever' but for thinking hard, showing perseverance, asking thoughtful questions, and trying again. A simple "You haven't mastered it... yet" encourages students to see learning as a process, not a fixed judgement.

Research backs it up too. A 2024 study by Zhou and colleagues found that students with a growth mindset and grit were not just more motivated, they were also happier. And that's what we want: girls who can embrace challenge, regulate their response to setbacks, and maintain belief in their ability to improve.

Similarly, the OECD's global study (2021) found that students with a strong growth mindset and resilience were not only more confident learners, but also happier and more engaged in school. Confidence built on effort and reflection is far more sustainable than confidence built on quick success.

At Tudor, we're already great at developing these qualities beyond the classroom. Drama rehearsals cultivate collaboration and adaptability. Sports fixtures build resilience and strategic thinking. Dance

performances demand discipline and self-regulation. The next step is ensuring these habits of mind transfer seamlessly into academic learning, so girls recognise that the same perseverance that wins a match can solve a complex equation.

Resilience in learning isn't dramatic. It's the student who opens her book after a disappointing test. It's the one who rewrites the paragraph, attends the revision clinic, or quietly asks, "Can we go over that again?" It is self-regulation in action.

We can deliberately build that culture. Using clinics and peer support, building classroom cultures that embrace effort and normalise not knowing. Encouraging girls to reflect after assessments on what strategies worked, and what they will adapt next time. Celebrating incremental improvement as much as top grades. These small, intentional shifts nurture metacognitive awareness and long-term independence.

And then there's communication. In today's world, being able to ask for help, write a thoughtful email, or disagree respectfully matters just as much as knowing the quadratic formula. Articulacy and empathy are powerful tools.

We've started embedding this more intentionally into tutor time and PSHE, inviting girls to role-play real-life scenarios: asking for an extension, expressing gratitude, raising a concern constructively. The aim is to equip them with the language, confidence and social awareness to advocate for themselves and to do so with consideration for others.

These aren't just school skills. The Department for Education continues to rank communication among the top skills employers seek. When students learn to express themselves clearly, listen actively, and respond thoughtfully, they're better prepared for interviews, university seminars, and leadership roles beyond school. Yet UK students still trail behind international peers in self-expression and social confidence (NFER, 2023). As fellow member of staff Ian Edwards noted in 2013, "A Tudorian is confident, articulate and able to interact in any situation with ease and by putting others at ease." That aspiration remains central to our vision. At the heart of it all, growth mindset, resilience and communication are not add-ons. They are the foundations of high performance. When students understand that setbacks are part of mastery, that effort compounds over time, and when their voice matters, they begin to see themselves as capable, reflective learners.

And the best part? It's already happening. You see it when a student tries again after a setback. When she measures progress against her own previous



*"Mistakes aren't embarrassing, they're expected."*

performance rather than comparing herself to others. When she raises her hand, even when she isn't entirely sure.

Those are the moments of real transformation. They may not always look dramatic, but they are the habits that endure, long after the exam paper is forgotten.

### References

- Department for Education & Centre for Transforming Education (CTE). (2023). *Employability Skills Framework*.
- Zhou, M., Teng, H., & Chan, S. (2024). Growth Mindset, Grit, and Adolescent Motivation. *Journal of Educational Psychology*.
- National Foundation for Educational Research (NFER). (2023). Student Self-Perception and Communication Confidence in UK Classrooms.
- Organisation for Economic Co-operation and Development (OECD). (2021). Education at a Glance: Global Study on Student Well-Being.

Katie Viggers, PE Teacher, Head of Participation and Engagement and Ills Tutor, shares an article on the importance of students understanding literacy in sport and how consistent language can support performance, confidence and decision making on the sports field.

## Literacy in Physical Education

The Tudor Hall Teaching and Learning group focused on literacy last year and explored how we can best support girls in gaining knowledge and developing a deeper understanding of the world around them.

Research consistently shows that physical activity enhances cognitive function, including memory, attention and problem-solving skills. When girls participate in PE, they are not only exercising their bodies but also their brains. This cognitive stimulation positively impacts their capacity to learn, process and comprehend language.

Through hands-on experiences and real-world applications, girls are able to make connections between physical movement and language concepts. For example, to follow complex instructions during a game or mastering vocabulary linked with different sports can reinforce literacy skills in a meaningful way. Consistency in coaching language from the sidelines is crucial. When students repeatedly hear and practise the same phrases, they become embedded in long-term memory, allowing quicker recall and more confident decision making under pressure.

Yet we often assume understanding where they may be none. Common phrases that we use on the sidelines, but the girls may not fully understand include: “up the line”, “man on”, “get higher”, “drop”, “clear out”, “find a player”, “give it” and many more.

Take the instruction “move up” for example. For a Todd or Il hearing this for the first time, what does it actually mean? We know the brain must interpret language before action can occur. In a noisy, high pressure environment like a hockey pitch, this processing takes time. A girl may associate “move up” with lifting something, or moving up a seat. Without explicitly teaching the relevant vocabulary, we cannot expect the girls to know how to physically respond and move towards the goal we are attacking.

To address this in PE, we trialled ‘Coaching boxes’. During lessons and training, girls could stand in a designated coaching area and be responsible for using agreed coaching phrases to guide their peers. This strategy shifts students from passive recipients of language to active users. By verbalising instructions, the girls were able to deepen their own understanding of what the phrase means and what it should look like in action.

As teachers and coaches, we must value literacy as highly as physical skill and technique. When students understand the language being used, they make better decisions, communicate more effectively, and can lead and perform with greater confidence.



*“When students participate in PE, they are not only exercising their bodies but also their brains.”*



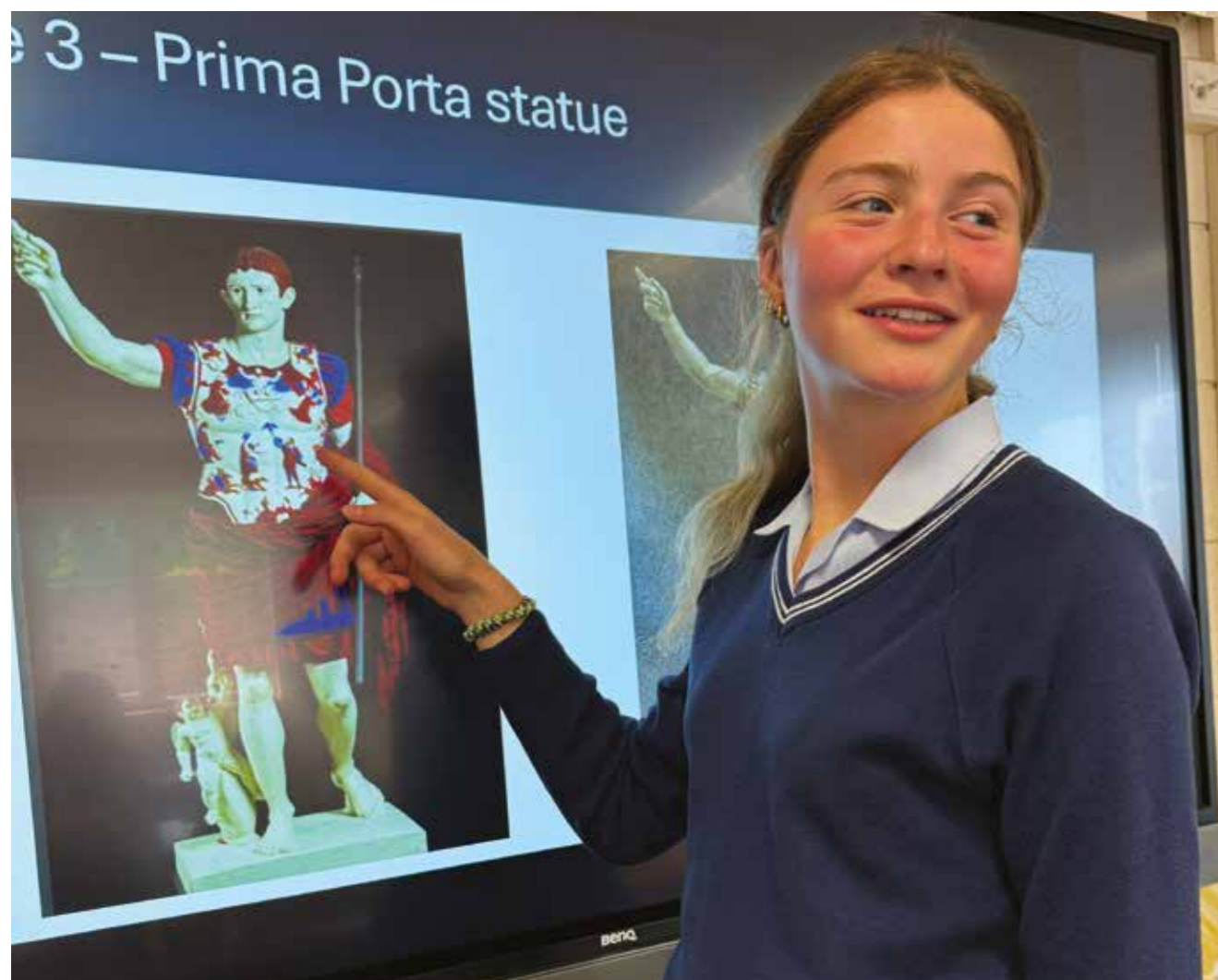
“Move up?”

Lindsey Cullen is the Head of Classics, a Sixth Form Tutor and Head of Tudor House. In this article, she looks at oracy, discussing what it means, recent studies and the benefits of promoting oracy within the classroom.

## Oracy

Over the past decade, there has been an increasing focus on the importance of oracy in education and the benefits it has on pupil outcomes. The term oracy is defined by the Oxford English Dictionary (OED) as: “the ability to express oneself fluently and grammatically in speech”, and was first used in the 1960s. This definition of oracy suggests that it is an outcome, enabling students to talk confidently to others. Teachers have emphasised the importance

of public speaking skills for millennia, with specialised teachers in ancient Athens and Rome teaching their students how to speak confidently and clearly, how to use convincing arguments, how to engage with a crowd, how to enhance their speech. More recently within education, there has been a movement to embrace oracy as a process rather than an outcome, with students using dialogue with teachers and their peers to deepen their understanding.



- Rote — repetition of key information
- Recitation — using questions to test knowledge and understanding and stimulate recall
- Instruction — telling students what to do, explaining key facts and processes
- Discussion — encouraging the exchange of ideas
- Dialogue — using structured questions and discussion to deepen understanding of key knowledge, principles and processes.

Teachers often use all of these in lessons, and recent studies have recognised that using more structured dialogue within classrooms resulted in positive improvements for students both academically and socially. For instance, a 2017 study highlighted how more structured dialogue and developing classroom talk led to improved results in English, Maths and Science, as well as improved retention of knowledge and transference of reasoning skills.

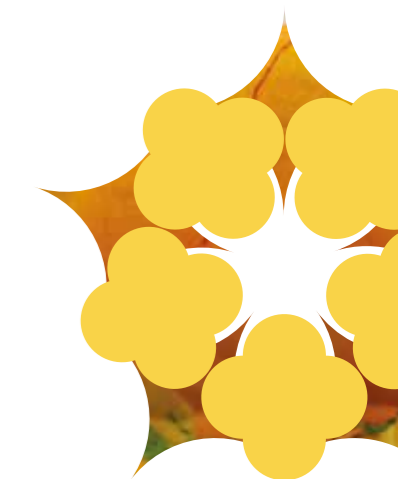
The Teaching and Learning Group has focused recently on literacy and effective teaching strategies to enhance girls' lexical and grammatical knowledge. Oracy interlinks with this focus on literacy, allowing students to participate verbally in lessons and aim to use more complex grammatical structures in sentences, higher order vocabulary or subject-specific terminology, but without the added anxiety of potentially committing a 'mistake' to paper where it remains in their notes for longer. Fear of failure has long been noted as an inhibiting factor in learning, in particular for girls, and every teacher has taught students who are extremely concerned to ensure what they write down is absolutely correct. Including more oracy in lessons gives girls the opportunity for a 'safer' area to challenge themselves first, lessening anxiety whilst increasing self-confidence.

Teachers' modelling of the type of talk expected of students can also demonstrate to them how to use more academic language within their thinking, how to use grammar within their sentences to communicate more precisely, how to make their communication more nuanced. Studies of readers' progress in primary education highlight that language comprehension is heavily predicted by environmental factors at home and school; oracy is another tool in enabling students to develop their literacy skills and in creating an environment in which precision, complexity and nuance become the standard. This is increasingly important with the continued growth of social media and consumption of it at increasingly younger ages; due to this, more and more students are becoming less exposed to higher-order vocabulary and grammatical structures, which in turn impacts their progress, as they find it increasingly difficult to understand complex sentences and arguments in their academic studies and in the wider world of work after they finish education.

Teachers role-modelling vocabulary and content when talking in lessons and asking questions, can encourage students to deepen their exploration and understanding of topics. High Performance Learning links with oracy too, developing students as collaborative, confident learners, increasing their risk-taking when learning. Encouraging oracy as a process in lessons also aids students' flexible thinking, precision and critical thinking. Plato's



*“More recently within education, there has been a movement to embrace oracy as a process rather than an outcome, with students using dialogue with teachers and their peers to deepen their understanding.”*



Socratic dialogues show oracy in action, using questions and discussion to deepen understanding of justice, virtue and other ideas — indeed, Plato's *Gorgias* focuses on a conversation at a dinner party between Socrates and others over the true definition of rhetoric.

Teachers using oracy as a process, in particular encouraging deeper questioning and more open-ended discussions to deepen students' understanding and develop their command of English, results in better outcomes for students. OCR has just added a Level 3 Award in Oracy to its suite of qualifications on offer, with teaching beginning in 2026, clearly showing that the importance of being able to speak fluently, present and contribute to discussions is a much-valued skill for life, as well as an excellent tool to develop intellectual confidence and critical thinking.



- 
- 1 Alexander, R. (2008). *Towards Dialogic Teaching: Rethinking Classroom Talk*. 4th ed. York: Dialogos UK.
  - 2 Jay, T., Willis, B., Thomas, P. et al. (2017). *Dialogic Teaching: Evaluation report and executive summary*. London: Education Endowment Foundation.
  - 3 Wheldall, K., Wheldall, R. & Buckingham, J. (2019). 'A Non-Categorical Approach to Teaching Low-Progress Readers in the Primary School', in Murphy, J. (ed.) *The Research Ed Guide to Literacy: An Evidence-Informed Guide for Teachers*. Woodbridge: John Catt.



TUDOR  
HALL

Tudor Hall School | Wykham Park | Banbury | OX16 9UR  
01295 263434 | [admin@tudorhallschool.com](mailto:admin@tudorhallschool.com)

[www.tudorhallschool.com](http://www.tudorhallschool.com)