

ISI INSPECTION REPORT

Highlights and Key Findings

March 2025



TUDOR
HALL



Headmistress' Response

In March 2025, Tudor Hall was inspected by ISI. Inspectors thoroughly enjoyed their time at Tudor and were hugely impressed with every aspect of our school, with our inspection confirming that we comply with all statutory regulations.

There are no longer any single word judgements, such as 'excellent,' about schools; rather, reports focus on evidence that inspectors explore during their time in the school.

Inspectors noted that, underpinning all aspects of life at Tudor, is a robust culture of safeguarding, where a broad, flexible curriculum is provided in a nurturing setting where pupils feel valued and safe and where girls are respectful of each other. Within this environment, girls flourish in all aspects of their education and personal development.

Julie Lodrick

Summary of inspection findings

“ Leaders have the skills and knowledge to promote pupils' wellbeing in their decision making. They ensure that each pupil in the school is known and supported as an individual.

The school has established a culture built on positive relationships between staff and pupils which provides consistent support for pupils' mental health and emotional wellbeing.

The broad curriculum offers pupils a wide range of subjects for both GCSE and A level. The curriculum allows for flexibility in combining subjects, in line with the school's aim to support each individual pupil's learning needs.

Leaders of boarding have established a nurturing setting where pupils feel valued and safe. They form positive relationships with each other.

Teaching of the personal, social, health and economic (PSHE) education programme is effective and helps pupils to have a good understanding of the elements which make up an individual's identity.

Pupils are alert to the aspects which make people different from one another and are respectful of each other's differences.

Leaders have established a robust culture of safeguarding across the school. The Designated Safeguarding lead (DSL) and the safeguarding team are experienced and well qualified so that they are themselves able to train others.

They take a broad perspective on the safeguarding of pupils at the school, incorporating an understanding of contextual factors and making connections across many aspects of pupils' experience so that their wellbeing is fully supported. ”



Academic

Teachers help pupils to develop positive attitudes to learning. The provision of structured study time, alongside informal academic support from tutors, reinforces a culture of self-motivation and intellectual engagement. The supportive relationships between pupils and teachers facilitate purposeful working environments. Independent learning is encouraged and the required skills developed.

There is an extensive programme of activities for pupils ranging across the arts and including cookery and dog walking so that pupils enhance their range of skills and understanding.



Mr Simon Smith
Deputy Head
Academic

“As a High Performance Learning Pathway School which is academically ambitious for all our girls, I was delighted to see that the Inspectors’ noted the girls’ intellectual engagement, our teachers’ subject expertise and the role of boarding facilities such as the Think Tank.”



Co-Curricular

There is an extensive programme of activities for pupils ranging across the arts and including cookery and dog walking so that pupils enhance their range of skills and understanding.

The extracurricular provision includes opportunities for further cultural exposure in subject linked trips, including frequent visits to London museums.

Futures

Effective careers education is provided to pupils of all ages and its effectiveness reviewed termly via surveys. Individualised guidance helps older pupils progress with confidence to the next stage of their career, be this higher education, apprenticeship or directly into employment.

The school harnesses the skills of the parent body and the alumnae to promote a broad understanding of the options open to pupils via network dinners, mentoring and the provision of work experience such that pupils are well informed when coming to choose their destination after school.

Pupils engage with professional industries and develop presentation, analytical, and communication skills to support their future careers. The ‘Aim Higher’ programme within the curriculum helps to prepare pupils for life beyond school with lessons on mathematics for life, on the language of the 21st century in English, debates and discussions of moral issues in religious studies and sport for all.

Economic education is threaded effectively throughout the curriculum.





Pastoral and Personal Development

“The school's leadership ensures effective action to maintain pupils' safety, implementing clear and thorough safety checks and maintaining high standards of record-keeping for health and safety.

Pupils feel that they are known by their teachers. Leaders use frequent surveys to gauge pupils' wellbeing and respond promptly to the results. Pupils know that there are many adults who are accessible to them should they need support, including tutors, house staff, teachers and school leaders.

Leaders have established a culture where support for the health and emotional wellbeing of pupils is prioritised. House based activities such as meditation and Pilates sessions and tea parties in the conservatory contribute to pupils developing a successful repertoire of strategies to manage stress.”

“We give the girls the confidence and skills to pursue their passions and loves with confidence. Added to that the support from all girls from all years. It is what makes the school so special.”

Mrs Kate Simlett
Deputy Head Pastoral



Boarding

“Boarding life provides pupils with a structured but flexible environment where they can develop abilities for teamwork and a sense of responsibility through their shared living experiences. The expectation that pupils take on tasks such as weekly clean-up rotas, mentoring younger pupils and managing their own schedules equips them with essential skills for independent living and future social and professional environments whilst also contributing to the school community.

The boarding environment supports pupils' emotional wellbeing effectively with structured routines, accessible pastoral support and a culture that promotes independence alongside a well-developed sense of community. Pupils have access to open areas within boarding houses which help them to build friendships and warm relationships in a cohesive community.”



Community

“Leaders promote opportunities for pupils to take on leadership roles through forums such as the school council, the academic council and the sixth-form committee. These activities allow pupils to take responsibility and lead school-wide activities including assemblies.

Pupils use the opportunities afforded to them by leaders to contribute to the community such as by setting up an equity diversity and inclusion (EDI) group which allows pupils to share ideas and to contribute positively to the school's culture of inclusion.

In line with the school's motto *‘I have that I may give’* pupils engage in a range of charitable activities. They develop their global understanding with annual trips to India and South Africa alongside programmes in this country where pupils can put their skills to use for the benefit of the community in working with underprivileged children. Pupils contribute through volunteering in a range of settings including care homes, supporting ‘dementia active’ initiatives and music events for local primary schools.”



TUDOR HALL

Headmistress
Ms Julie Lodrick BA (Hons), MEd, PGCE

Chair of Governors
Alison Darling

Tudor Hall School, Wykham Park, Banbury, Oxfordshire OX16 9UR
01295 263434 | admin@tudorhallschool.com

www.tudorhallschool.com