

# Tibberton CofE First School

## Inspection report

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<b>Unique Reference Number</b>	116851
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	326465
<b>Inspection date</b>	7 July 2009
<b>Reporting inspector</b>	Alison Cartlidge

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	56
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Hudson
<b>Headteacher</b>	Martyn Walley
<b>Date of previous school inspection</b>	13 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Plough Road Droitwich WR9 7NL
<b>Telephone number</b>	01905 345284
<b>Fax number</b>	01905 345284

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## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following:

- opportunities for children in the Early Years Foundation Stage to make choices in their learning
- opportunities for pupils to use their literacy, numeracy, and information and communication technology (ICT) skills across the curriculum
- standards and progress of more able pupils in science
- how well pupils are enabled to take the initiative in their learning
- the impact of subject leaders and governors on improving and maintaining standards.

Evidence was gathered from: discussions with pupils, members of staff and governors; observations of teaching and learning; views of parents; scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come to this small first school from the village of Tibberton and the surrounding area. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class. The proportion of pupils eligible for free school meals is very small. The school has a below-average proportion of pupils with learning difficulties and/or disabilities. Most of these pupils have moderate learning difficulties. Almost all pupils are from White British backgrounds. A new headteacher joined the school in September 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Pupils thoroughly enjoy attending this good school, and as a result they achieve well. Children make a good start to their education in the Early Years Foundation Stage. In Years 1 to 4, good teaching and small class sizes enable pupils to build quickly on what they have already learnt, especially in reading, writing and mathematics. Consequently, most pupils, including those with learning difficulties and/or disabilities, make good progress, and standards by the end of Year 4 are well above average. Standards in science, whilst above average, are not quite as high, because more able pupils are not given sufficiently challenging investigative work throughout the school, limiting their progress.

Pupils' personal development is outstanding because members of staff provide excellent pastoral care. Pupils make an exceptionally good contribution towards the school and wider community, and are extremely well prepared for the next stage of education and later life. Older pupils enjoy being play leaders and supporting younger pupils, and all ages take pride in being part of the successful school council. Pupils demonstrate an excellent understanding of how to lead healthy and safe lives and understand the need to minimise risks in life. They move around the school and up and down the flights of stairs with care and keep fit by enthusiastically taking part in various sporting activities. They eat produce they have grown in the school grounds and sell the surplus for a good profit at their own 'farmers' market'.

Pupils very much enjoy the various activities provided by the school and large numbers attend the wide range of clubs. Pupils are very keen to arrive at school punctually and as a result no time is lost at the start of the day. Rates of attendance are above average and the school is vigilant in working with the very small minority of pupils with poor attendance. Pupils behave well and their spiritual, moral, social and cultural development is good. They are polite and friendly and respect those who differ from themselves. They are extending their knowledge of cultural diversity further by forging links with schools in a variety of locations.

Teachers and teaching assistants form good relationships with the pupils and are good role models for caring and considerate behaviour. They use a variety of teaching methods and focused questioning to make learning interesting. However, they do not always involve all pupils fully in class discussions and when this happens, some pupils become quietly inattentive. In addition, the skilful teaching assistants are occasionally underutilised at this time. The good curriculum ensures that basic skills in literacy, numeracy and ICT are taught well, although there is not a wide range of opportunities for pupils to take the initiative by using these skills independently to support learning in other subjects. There is a wide range of additional activities, visits and visitors and the creative arts are promoted well in lessons and clubs.

Good care, guidance and support ensure that pupils' academic and personal development is monitored rigorously. Teachers use praise very well to encourage pupils and to build their confidence, although they are not involving them well enough in setting their own targets. Excellent links with parents and outside agencies support the well-being of all pupils. As a result, pupils learn quickly and those at risk of not meeting their challenging targets are soon identified and given support to get them back on track. Teachers and teaching assistants provide good support for groups of pupils, including those with learning difficulties and/or disabilities, enabling them to make good progress. Procedures for safeguarding pupils were fully in place at the time of the inspection, enabling pupils to feel safe and free from bullying.

Good leadership and management ensure that leaders remain focused on pupils' achievement and they know how to improve provision. Well above average standards have been successfully maintained since the last inspection, demonstrating the school's good capacity to improve further. Systems for self-evaluation are thorough, and the new headteacher has quickly established a shared understanding of what works well, and what could be improved further. Areas identified for improvement include investigative work in science and opportunities for pupils to take initiatives in their learning. Other leaders are increasingly having a positive impact on provision and standards in the subjects they manage. Governors are supportive and knowledgeable and are rightly aware that they could become even more rigorous in holding the school to account for its actions. The school's contribution towards community cohesion is good. A thorough analysis of existing provision and clear action plans ensure that pupils are gaining an even greater awareness of life beyond Tibberton. For example, pupils recently took part with other schools in a project on 'mathematics through art'. There is a strong sense of common values in the school and an understanding of why discrimination is unfair.

Parents are very pleased with the provision for their children. They make positive comments such as, 'We love being part of the Tibberton school community,' and, 'My child is extremely happy at school, is improving all the time and gaining confidence.'

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Most children are working at the expected levels for this age group on entry to the school. They make good progress in all areas of learning, especially in creative development, and consequently standards are above average when children start in Year 1. Thorough induction arrangements enable children to settle into school routines quickly and to become happy and confident. Members of staff work together well, planning a wide range of interesting and purposeful activities and as a result, children thoroughly enjoy learning. For example, some boys were particularly enthralled by a fossil hunt in the school grounds. Opportunities for children to extend their numeracy skills when working on activities they have chosen for themselves are limited and progress in this area of learning is slightly slower than in others. Children's personal development is excellent. They become independent, play together very happily and make sensible choices as they work. Members of staff are exceptionally successful in promoting the children's health, hygiene and welfare, and they assess the children's learning rigorously. Leadership and management are good. The school recognises that the available space places some restrictions on children's opportunities to make choices in their learning. Senior leaders have clear plans to make provision even better by providing more space to increase the opportunities for children to make choices, whether working indoors or outside.

### **What the school should do to improve further**

- Increase the pace of learning of more able pupils in science by consistently challenging them through investigative work.
- Extend opportunities for pupils to take the initiative in their learning by involving them in setting targets and ensuring they use their literacy, numeracy and ICT skills independently across the curriculum.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

8 July 2009

Dear Children

Inspection of Tibberton Church of England First School, Droitwich, WR9 7NL

Thank you for welcoming us to your school and for sharing your work with us. We are pleased that you thoroughly enjoy coming to this good school. Here are some of the best things we noted about your school.

- You make good progress in English and mathematics.
- You behave well and are exceptionally good at taking responsibility. Well done to the school council for improving playground equipment.
- You have an excellent understanding of how to stay safe and healthy. You are good at growing vegetables and your 'farmers' market' sounded a great success.
- Teachers help you to enjoy school by making lessons fun.
- You enjoy interesting activities in clubs and visits.
- Adults in school are kind and caring and look after you very well.
- Your headteacher, teachers and governors know how to make the school even better.
- Your parents and carers are very pleased that you come to this school.

This is what we have asked your school to do now:

- help those of you who are quick at learning to do better in science by giving you plenty of opportunities for carrying out your own challenging investigations
- help you to become more involved in your learning by giving you the chance to help set your own targets and encouraging you to make choices about how you use what you have learnt in literacy, numeracy and ICT when working in other subjects.

You can help your teachers by always listening carefully during class discussions. We thoroughly enjoyed talking with you about your school and wish you well for the future.

Yours faithfully

Alison Cartlidge

Lead inspector