

# Tibberton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	115545
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	357773
<b>Inspection dates</b>	11–12 January 2011
<b>Reporting inspector</b>	Krishan Sharma

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Thomas
<b>Headteacher</b>	Jan Thompson
<b>Date of previous school inspection</b>	19 June 2008
<b>School address</b>	Orchard Rise Tibberton Gloucestershire GL19 3AQ
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed five teachers and made seven classroom visits. Meetings were held with the Chair of the Governing Body, senior and middle leaders, and two groups of pupils. The lead inspector met two parents at their request. Inspectors looked at some of the school's policies and procedures, pupils' written work and the tracking data used to monitor pupils' progress. Questionnaires from 49 parents and carers were analysed as well as those completed by pupils in Key Stage 2 and by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' progress as they move through the school, particularly during Key Stage 2, and in mathematics across the school.
- The quality of teaching in ensuring that both average and the more-able pupils make the progress of which they are capable.
- The robustness of the school's monitoring and evaluation and the extent to which they contribute to its capacity to secure and sustain improvement.

## Information about the school

Tibberton is a considerably smaller than average-sized primary school. A vast majority of its pupils come from White British backgrounds; only a very few have dual heritage. All pupils are English speakers. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of those with special educational needs and/or disabilities is above average and has increased over the last three years. Most of these relate to specific learning difficulties. The school holds National Healthy School status, Activemark in recognition of its work in sport, Artsmark and the intermediate International School Award. The headteacher joined the school in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Tibberton Community Primary School provides a satisfactory quality of education. It has some good features, which include its success in developing pupils' personal qualities and the level of care it provides for them. Most parents and carers are happy with all aspects of its provision. Pupils' understanding of what they have to do to stay healthy is outstanding and is deservedly recognised in the recent award of the National Healthy School status.

Pupils' progress is satisfactory but it is improving across the school. Children make a good start in the Early Years Foundation Stage. Most of them reach securely average levels of attainment, with a small number achieving above expectations for their age. In the rest of the school, most pupils make satisfactory progress from their starting points in Year 1 and, by end of Year 6, attainment remains broadly average in English and mathematics. Attainment in reading is usually stronger than writing and remains so, but pupils' writing skills are improving, particularly in Key Stage 1. As a result of effective leadership, the gradual decline in standards in mathematics over the last few years is being vigorously tackled. Progress in mathematics is getting stronger but it is not secure because teaching is not consistent. When the teaching of mathematics is most effective, teachers provide opportunities for pupils to apply their developing skills in meaningful contexts and to discuss what they are learning. Pupils are also encouraged to demonstrate their understanding in lessons and in their written work. These strengths are not sufficiently embedded and are inconsistent across the school. Teaching in mathematics is improving but there are still too few opportunities for pupils to apply their developing mathematical skills and to explain their understanding.

Teaching is satisfactory overall, with some features of good teaching spread across the school. As a result, most pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress. An increasing number of the more-able pupils are performing at the higher levels of attainment in Key Stages 1 and 2. Occasionally, the progress made by pupils of average ability is slow. Senior leaders have been alert to this and have put a range of interventions in place, which are already making a positive impact. However, they recognise that teachers do not always make good use of time or plan an appropriate number of activities for pupils to complete in order for these pupils to achieve well. In the best practice, teachers give precise oral and written feedback on pupils' progress but these features are not found in all lessons.

The effectiveness of the school's self-evaluation is satisfactory. It has enabled the headteacher to identify areas for improvement and make a positive start on bringing them about on a range of fronts. It underpins the school's satisfactory capacity for sustained improvement. Since the last inspection, the school has tackled many of the issues satisfactorily. The collection and analysis of data is now regular and its use is improving.

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However, other monitoring activities are not as regular. The monitoring of teaching and learning through lesson observations and pupils' written work is not yet sufficiently robust as it does not consistently focus on pupils' progress.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Accelerate pupils' progress and raise their attainment in mathematics by:
  - increasing opportunities for them to apply their mathematical skills in practical situations
  - promoting discussion about their mathematical learning
  - encouraging them to explain their working out, orally and in written form.
- Raise the quality of teaching and learning so that at least 80% of the lessons are as good as the best by:
  - using time more effectively
  - planning a manageable number of activities and tasks in each lesson
  - ensuring that pupils know more precisely, in lessons and in their written work, what they have done well and what they could do to improve.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils concentrate well in lessons and, when given the opportunity, they are keen to discuss their work with others. Their motivation and enjoyment are much greater when the activities on offer capture their interest. In one lesson, in the Years 5 and 6 mixed-age class for example, pupils were asked to recount their visit to the theatre on the previous day and were challenged to describe their chosen character accurately and in the most imaginative way possible. The responses showed their in-depth insights of characters and their skills in finding well-chosen descriptors.

Children enter Reception with variable skills and knowledge which is generally in line with those expected for their age, except in language, where skills are often below those expected. Attainment at the end of Key Stage 2 was broadly average in English and mathematics for the last three years, but has been declining, particularly in mathematics. The inspection evidence indicates that overall attainment remains average, but it is rising once more in mathematics across the school due to recent initiatives. Boys and pupils with special educational needs and/or disabilities make at least satisfactory progress. Often, girls have not been a sizeable group; however, their progress is usually similar to other groups.

Behaviour is good in lessons and in and around the school, and this supports their learning well. Pupils say they feel perfectly safe at school and know how to keep themselves and others safe. They willingly take on responsibilities for a range of jobs to assist adults in the school. Pupils are involved in raising funds and are proud of the help they provide to others, both in the local and the wider community. Their sound achievement in the basic skills, confidence in relating to others and the broadly average attendance prepare them satisfactorily for the next stage of their education. They have a good awareness of right

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from wrong and are willing to reflect on and learn from their own and others' experiences. Pupils' understanding of cultural diversity is growing but the school is aware of the need to extend it.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching ranges from satisfactory to good but is predominantly satisfactory. Teachers make their intentions clear at the start of a lesson. In almost all lessons, teaching assistants and other additional adults make a sound contribution to pupils' learning, particularly to those identified as needing specific intervention such as those with special educational needs and/or disabilities. Teachers sometimes display strong subject knowledge and use it well to excite pupils, particularly the more able. Time is often managed effectively and, as a result, lessons move at a brisk pace and pupils make the best possible progress. However, this is not always the case and teachers often plan too much for a lesson, which restricts the time pupils have for consolidating their learning. Assessment is regular and accurate, but its use is variable within lessons and in the marking of pupils' written work.

The curriculum is carefully organised to give pupils a broad range of experiences which is increasingly meeting all pupils' needs, including those with special educational needs and/or disabilities. The recent integrating of themes, around which a number of subjects are combined, has begun to provide rich opportunities for pupils' learning, particularly for

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boys. Basic skills remain the focus. In mathematics, the curriculum and its planning has been successfully adjusted to make learning more practical and interesting. The provision for arts remains strong and has been recognised by the Artsmark Gold award. The cross-curricular use of English is effectively promoted, as is the use of information and communication technology. The range of extra-curricular activities, educational visits and visitors to school is extensive and all contribute to pupils' enjoyment in their learning and personal development.

Pastoral care is effective in ensuring that the specific needs of identified pupils are met from the school's own resources or with support from external agencies. Support and guidance provided to vulnerable pupils makes a strong contribution to their confidence and achievement. The school can cite other examples of success. For example, some pupils who were formally identified as having special educational needs were taken off the register of pupils with special educational needs because of the progress they have made. During the inspection, a parent confirmed that the school's care and support had made a difference to his child's well-being. As a result of the school's persistence, attendance has improved and is now average. New arrivals are made to feel welcome. Links with the secondary schools are good and ensure a smooth transfer at the end of Year 6. There is a breakfast club, which caters well for a small number of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is committed to improving key aspects of the school's provision. To achieve this ambition, an appropriate set of priorities are now securely in place. The targets set for the whole school and for individual pupils are increasingly challenging because they are informed by an improving tracking of pupils' progress. Monitoring and evaluation arrangements include a regular collection of data, which provides a general picture of pupils' progress. However, the monitoring of teaching and learning is insufficiently focused on evaluating its impact on pupils' progress in lessons and in their written work. As a result, the school does not always get an accurate view of strengths and weakness in the quality of its teaching. The effectiveness of the governing body is satisfactory. In the recent past, it has not held the school to account for its static performance. However, governors have the capacity to improve the challenge they give to senior leaders and have taken steps to improve their engagement with the school, particularly through their formal visits.

Relationships with parents and carers are good. They feel they are kept fully informed about their children's performance at school. Partnerships with external agencies and local

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services make a good contribution to the school's own provision for sport and music and lead to better achievement in these areas. The gifted and talented pupils also benefit from external links. The school ensures that no pupil is discriminated against. However, it is readily acknowledged that the progress of some middle-ability pupils, who have been identified, needs to accelerate. Effective safeguarding procedures are in place. Staff are fully trained and consistently follow the best practice enshrined in the school's policies. The school is a cohesive community. It reaches out to its local community and is taking gradual steps to reach beyond. The International School award has laid the foundation for further work in broadening pupils' horizons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children make good progress from their starting points on entry to Reception, particularly in their literacy skills. The daily provision of phonics, when they learn the sounds that letters make, ensures good achievement in reading and also boosts their confidence in writing. Planning provides a good mixture of activities, some led by adults and others that are initiated by the children, where they show their well-developed skills in working independently. Occasionally, adults intervene too soon and limit the time for children to reflect and respond. The emphasis on making learning fun and active was apparent during the inspection. Children were knocking down skittles in the outdoor area and took pride in counting and comparing the outcomes of their efforts. Indoors, a group was making birthday cakes with dough and carefully counting candles to put the right number on the cake. Relationships between children, and children and adults, are good. Adults are highly skilled in making close observations of children at work and play. Their progress in each area of learning is systematically recorded and used effectively in planning for the next stage of all children's learning. Effective links with the adjacent privately-run nursery ensure that transfer is smooth and helps children settle quickly into



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the routines in Reception. Leadership and management are good and are accurately focused on the aspects that promote learning and children's development. All staff work as a team and enjoy warm relationships with parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Over half of the families returned their questionnaires; this is above average. A vast majority of parents and carers responded positively to all 13 questions asked. They believe that their children make enough progress at school, and that teaching and the leadership and management are good. Although the inspectors found strengths in all three areas, there were also some weaknesses in each area, which are reflected in the recommendations made in this report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tibberton Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	73	12	24	0	0	0	0
The school keeps my child safe	33	67	16	33	0	0	0	0
My school informs me about my child's progress	24	49	24	49	1	2	0	0
My child is making enough progress at this school	28	57	18	37	3	6	0	0
The teaching is good at this school	25	51	23	47	1	2	0	0
The school helps me to support my child's learning	24	49	21	43	4	8	0	0
The school helps my child to have a healthy lifestyle	34	69	14	29	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	65	17	35	0	0	0	0
The school meets my child's particular needs	30	61	17	35	2	4	0	0
The school deals effectively with unacceptable behaviour	23	47	22	45	2	4	0	0
The school takes account of my suggestions and concerns	21	43	27	55	0	0	0	0
The school is led and managed effectively	34	69	14	29	1	2	0	0
Overall, I am happy with my child's experience at this school	39	80	10	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 January 2011

Dear Pupils

**Inspection of Tibberton Community Primary School, Gloucestershire, GL19 3AQ**

Thank you for welcoming myself and a colleague to your school during the inspection. Special thanks go to the two groups of pupils who met with me and shared their views of the school. I enjoyed talking to you and looking at your work. We judged your school to be satisfactory. This means that it is doing some things well and there are things it could do better.

These are the things we found out about your school.

- Most of you in Key Stages 1 and 2 make satisfactory progress; some of you make good progress.
- Those of you in Reception make good progress.
- Your behaviour, in lessons and in and around the school, is good.
- You understand extremely well how to stay healthy.
- Teachers and other staff take good care of you.
- Your headteacher, Mrs Thompson, is determined to improve your school. In some things, it is already getting better.

To improve your school further, adults in the school should make sure that:

- you make better progress in mathematics and achieve better results than you do now
- most of your lessons are the best that they can be so you make good progress
- senior leaders check your work in lessons and in your books more thoroughly to see how well you are doing.

All of you can also play your role in improving your school. You could discuss how you work out your sums with others in the class and explain how you got the answer!

Yours sincerely

Krishan Sharma

Lead inspector

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