

Tibberton Community Primary School

Orchard Rise, Tibberton, Gloucestershire, GL19 3AQ

Inspection dates 20–21 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, the headteacher and the governing body have successfully improved teaching and pupils' achievement.
- Expectations of what staff and pupils can achieve have been raised and this has resulted in pupils' attainment, including their test results, rising to above the national average at the end of Key Stage 2.
- Progress across Key Stage 2 has improved so that all groups of pupils make good progress, especially in reading.
- Teaching and learning are consistently good with lessons generally well planned to set work at the right level for pupils' different abilities in mixed-age classes.
- Pupils are keen to learn. They behave well and show respect and courtesy to each other and all the staff in school.
- Pupils feel safe in school and say that bullying is very rare and that they have confidence in staff to deal with any of their concerns.

It is not yet an outstanding school because

- The quality of teaching and learning is not outstanding overall. Opportunities are missed to allow pupils, particularly the more able, to learn for themselves.
- Senior subject leaders do not always check regularly enough on the quality of teaching and learning to help staff and pupils do even better.
- Progress in mathematics slows for a small minority of more-able pupils in Year 4 and Year 5.

Information about this inspection

- The inspector observed 12 lessons or part lessons and held meetings with the senior staff, members of the governing body, a group of pupils and a small number of parents. He had a telephone conversation about the school with a representative from the local authority.
- The inspector also took into account the views of 28 parents and carers who responded to the online survey.
- Responses from questionnaires completed by staff were also viewed and analysed.

Inspection team

James Henry, Lead inspector

Additional inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school. The proportion of pupils supported at school action is higher than the national average. The proportion supported at school action plus or with a statement of special educational needs is below the national average.
- Most pupils are from White British heritage with English as their first language.
- Pupils are taught in mixed-age classes in Key Stage 1 and Key Stage 2.
- The proportion of pupils eligible for the pupil premium is much lower than the national average.
- There is an onsite pre-school nursery that is not managed by the governing body and was not part of this inspection.
- A breakfast club and after-school activities are provided by the school.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently outstanding by:
 - ensuring senior subject leaders regularly and robustly monitor the quality of teaching and learning and provide feedback to staff that ensures best practice in the school is shared with all staff
 - ensuring teachers regularly plan lessons that provide more opportunities for pupils, especially the more able, to take responsibility for their own learning.
- Increase the rate at which more-able pupils make progress in mathematics in Year 4 and Year 5 by:
 - providing more open-ended tasks in lessons that promote pupils' mathematical investigative skills that enable pupils to learn for themselves
 - providing more challenge in developing their ability to apply their knowledge and understanding in different mathematical areas, especially problem solving.
- Strengthen the leadership and management role of senior subject leaders in the performance management of staff.

Inspection judgements

The achievement of pupils is good.

- Children enter the school with skills and abilities broadly in line with those expected. They make good progress in all areas of learning in the Early Years Foundation Stage and enter Year 1 with good basic reading, writing and mathematical skills.
- All pupils continue to make good progress across both Key Stage 1 and Key Stage 2 and leave with attainment that is above the national average in reading, writing and mathematics.
- Progress in reading and writing is better than in mathematics because the progress of a small minority of more-able pupils slows in Year 4 and Year 5. This is due to opportunities being missed in lessons to allow pupils, especially the more able, to investigate, learn for themselves and apply their knowledge and understanding in different mathematical areas, especially in problem solving.
- Pupils who are disabled and those who have special educational needs make good progress because their needs are quickly and accurately identified and specific support from teaching assistants is used effectively to enable them to take a full part in lessons.
- A comprehensive tracking system is used by teachers to monitor pupils' progress and effective support is provided for those who may be falling behind. These actions show that the school is successful in ensuring that all pupils have an equal opportunity to learn and that no group is subject to discrimination.
- All groups of pupils, including those eligible for pupil premium, make especially good progress in reading. This is due to the school having good systems to teach early reading skills, particularly in developing pupils' ability to blend sounds that help them read unfamiliar words.
- The school has successfully focused on improving pupils' achievement in writing since the last inspection. The effect was seen in an English lesson for Year 3 and Year 4 pupils where they made good progress in describing a setting for a story and worked together to write the beginning of their own stories.
- School assessments, pupils' work and observations of progress in lessons show that, overall, pupils in Year 4 and Year 5 are on track to maintain above-average standards of attainment at the end of Key Stage 2.

The quality of teaching is good.

- The improvement in pupils' achievement is because the overall quality of teaching has improved since the last inspection and is now consistently good.
- Almost all parents and carers who responded to the Parent View survey thought that their children are taught well and this is confirmed in pupils' work and in the lessons observed.
- Teachers typically plan lessons well to meet the needs of different abilities and ages, especially for disabled pupils and those with special educational needs. However, it was evident from teachers' planning of activities observed in lessons that there are a few occasions when lessons are too teacher-led and opportunities are missed to allow pupils, especially the more able, to learn for themselves. This restriction slows the pace of learning.
- Effective use is made of teaching assistants, especially in supporting pupils at school action and those eligible for pupil premium. This helpful practice ensures that these groups of pupils are included and valued in all learning activities.
- Work is marked well with comments that help pupils understand how to improve. Pupils regularly assess their own understanding of what they are learning and teachers use these evaluations to inform further planning of lessons.

- Teachers have good subject knowledge, set high expectations and consistently assess pupils' understanding in lessons. Consequently, pupils' misconceptions and mistakes in their learning are typically addressed. An example was where older pupils' learning about decimals was frequently checked by the teacher to ensure the pupils had a good understanding of the concept of numbers using place value.
- Relationships in lessons are consistently good with all groups of pupils cooperating well. This ensures question-and-answer sessions are effective in developing pupils' ability to think, respond and extend their vocabulary skills.
- Pupils are keen to learn because staff are effective in promoting pupils' spiritual, moral, social and cultural development through praise, encouragement and celebrating all learners' achievements in different subjects. Displays of pupils' work, especially in art, show their accomplishments are valued and create a stimulating learning environment. Consequently, pupils take pride in their work and show perseverance in completing tasks.

The behaviour and safety of pupils are good.

- Behaviour is typically good both in lessons and around the school. Pupils have very positive attitudes to learning. Consequently, learning is not generally disrupted by inappropriate behaviour in lessons, although there were a few instances of pushing when pupils lined up at the end of break times.
- The school's systems for managing pupils' behaviour are effective, with no exclusions over a considerable period of time.
- There is a positive and caring ethos in the school with staff managing pupils' behaviour well, especially for those pupils with emotional and social needs.
- Almost all of the parents and carers who responded to the Parent View survey think that behaviour in school is good and that the school deals effectively with any instances of bullying. Parents' views are supported unanimously by staff in the responses to their questionnaire.
- Pupils feel safe in school and are respectful and courteous to each other and staff. Pupils say bullying of any kind is very rare and they have confidence in staff to deal with any concerns or problems that may arise.
- The school helps pupils to take responsibility for their own safety through initiatives in the curriculum, such as road safety and cycling proficiency courses. The local police visit the school to talk to pupils about using the internet safely.
- Attendance is above the national average. While the school promotes the need for punctuality through newsletters and direct discussions with parents and carers, there are a few families that are regularly late for school.
- Pupils' behaviour is not outstanding because the school is not fully effective in developing pupils' self-discipline, with staff sometimes having to remind pupils about lesser issues – like the occasional noisy corridor.

The leadership and management are good.

- Since the last inspection, the headteacher and the governing body have established a vision and drive to raise standards.
- The headteacher has acted decisively and successfully to bring in initiatives to raise attainment and accelerate the rate at which pupils learn. This action has galvanised the staff, raised expectations and resulted in all groups of pupils making good progress and leaving the school with attainment above the national average at the end of Key Stage 2.
- Self-evaluation is accurate with key priorities being identified and action plans implemented to address weaknesses. There has been a strong emphasis on improving pupils' achievement in writing. This has resulted in all groups of pupils making good progress, but especially the more able where the proportion achieving the higher levels in writing at the

end of Year 6 is above the national average.

- The headteacher has successfully improved the quality of teaching through lesson observations and feedback to staff. This management of the performance of teachers is used effectively to hold staff to account for the progress of pupils in their charge.
- The professional training needs of staff identified through performance management are met effectively by the school. It works in partnership with other local schools to deliver training, particularly in supporting senior subject leaders to hone their skills in evaluating the quality of teaching and learning.
- Senior subject leaders regularly monitor the progress of pupils and hold meetings with staff to discuss and implement initiatives to raise pupils' achievement. However, their role in managing the performance of staff through consistently monitoring the quality of teaching and learning is not fully embedded in the school. Therefore, opportunities to share the best practice in teaching are sometimes missed.
- The curriculum is broad and balanced, based on a two-year cycle of topics that are planned to avoid repetition in mixed-age classes. This effectively provides good opportunities for pupils to develop their reading, writing and mathematical skills.
- There is a wide range of activities, both during and after the school day, such as themed art or cultural weeks, assemblies taken by parishioners from the local church and sporting opportunities, that successfully promote pupils' spiritual, moral, social and cultural development.
- Policies and procedures to safeguard pupils are effective, with staff and the governing body being appropriately vetted and receiving child protection training. Members of the governing body have also undertaken safer-recruitment training which ensures that only appropriate adults are employed to work with children.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - provides good strategic direction for the school through being fully involved in self-evaluation procedures
 - undertakes visits and often works with the pupils in the school on a regular basis, with each governor having a specific responsibility to monitor an area of the curriculum
 - is effective in monitoring the performance of teachers, particularly through the performance management of the headteacher
 - receives reports and pupil progress data from the headteacher and other senior subject leaders and provides a good level of challenge to hold them to account for the performance of pupils, including those eligible for the pupil premium.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115545
Local authority	Gloucestershire
Inspection number	405586

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	John Thomas
Headteacher	Jan Thompson
Date of previous school inspection	11 January 2011
Telephone number	01452 790761
Fax number	01452 790461
Email address	admin@tibberton.gloucs.sch.uk

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