

Tibberton Church of England Primary School

Off Maslan Crescent, Tibberton, Newport, TF10 8NN

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The exceptional drive, enthusiasm and vision of the headteacher, well supported by senior staff and an outstanding governing body, have transformed the school from a good school with high standards into an outstanding one.
- Leaders, staff, pupils and parents are, rightly, proud of their school.
- Teaching and learning are outstanding across the school. Teachers know their pupils particularly well and use this information very effectively to ensure that pupils' individual needs are fully met. They demonstrate excellent subject knowledge and promote learning exceptionally well and consistently.
- Standards at the end of Key Stage 1 and Key Stage 2 are considerably above those usually found in reading, writing and mathematics.
- Children make good progress in the Reception class, although resources for the outdoor area are limited.
- From an early age, pupils enjoy coming to school and this is reflected in their consistently high attendance rates.
- Teachers and teaching assistants work extremely well together. High quality marking celebrates pupils' achievements and ensures that all pupils know what they need to do next to improve.
- Staff are supportive and caring. With governing body members, volunteers and visitors to the school they create an exceptional place for learning. This inspires pupils to thrive in all aspects of their academic achievement and personal development.
- Pupils' behaviour is exemplary. They have very positive attitudes to learning and support each other well. They feel very safe in school.
- Support for disabled pupils and those who have special educational needs is excellent and they make outstanding progress as a result.
- School leaders and managers, including the governing body, know exactly what needs to be done to sustain high standards.
- Pupils' spiritual, moral, social and cultural development is outstanding. They develop into confident, articulate and reflective individuals who are extremely well prepared for the next stage of their education.

Information about this inspection

- The inspector observed eight lessons, of which three were joint observations with the headteacher.
- Meetings and discussions were held with members of the governing body, senior leaders and other staff, a representative of the local authority and groups of pupils.
- The inspector took account of the 28 responses to the online questionnaire (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools.
- The proportion of pupils for whom the school receives the pupil premium, government funding for pupils known to be eligible for free school meals, is below the national average.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action, school action plus or with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the use of the outdoor environment in the Early Years Foundation Stage by providing better resources.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter the Early Years Foundation Stage with skills and knowledge that vary from year to year but are generally typical for their age. Throughout the Reception year, children achieve well. However, although the Reception class has a directly accessible, secure and spacious outdoor area, resources for this area are currently limited so it is under-used. This restricts children's opportunities to choose whether to be inside or out and learn to concentrate on their own.
- In Years 1 to 6, pupils across the range of year groups and abilities make outstanding progress from their starting points. This exceptional progress was reflected in the high quality of learning in lessons observed during the inspection, and confirmed by the work in pupils' books.
- Disabled pupils and those who have special educational needs make similar and sometimes very rapid progress because the school's programmes of support and additional help, from highly effective support staff, ensure that their individual needs are fully met.
- Outstanding teaching in Key Stages 1 and 2 ensures that pupils make very rapid progress. In Key Stage 1, pupils quickly learn the sounds that letters make to support their reading and writing, and the mathematics skills they need to complete simple addition and subtraction. Pupils in Key Stage 2 continue to build on these excellent achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is very high.
- The needs of the small number of pupils for whom the school receives the pupil premium are fully identified. As a result, pupils who are known to be eligible for free school meals make at least as good and often better progress than their classmates. The attainment in English and mathematics of pupils known to be eligible for free schools is in line with and sometimes better than that of other pupils. Pupil premium funding is used by the school very well to provide carefully matched additional support, for example, through frequent small-group or one-to-one work. This helps eligible pupils make faster progress. Resources are also allocated to ensure that they can join in extra activities made available to all other pupils.
- Pupils make particularly good progress in developing their reading skills. This starts by teaching younger pupils to read by linking letters to the sounds they make (phonics). The teaching of reading, through phonics lessons and guided reading activities, continues through all age groups. As a result, pupils throughout the school read exceptionally well and older pupils read fluently and with a good understanding of their texts.

The quality of teaching

is outstanding

- Much of the teaching is outstanding and it is never less than good. Where teaching is outstanding, this is due to very well-planned and resourced lessons, rapid pace and the use of a variety of activities that greatly interest and enthuse pupils. Good links are made between different subjects and to previous learning.
- Teachers and support staff make high quality learning an extremely positive experience in lessons, and classrooms are stimulating places in which to learn. Success is celebrated and pupils are confident to 'have a go' even if they make mistakes. Pupils' work is regularly marked in considerable detail to provide personalised comments and extra tasks.

- In one outstanding mathematics lesson, pupils in Years 5 and 6 made exceptional progress when learning how to work out area and perimeter. The teacher made very good use of questioning to gauge and guide pupils' understanding. Pupils were given challenges that exactly matched the stage they were at. Good opportunities were provided for pupils to understand their own learning. Good teamwork between the teacher and teaching assistants ensured that all pupils were enthusiastically engaged in their challenges and made excellent progress.
- Teachers manage the behaviour of pupils very effectively, with the result that lessons are calm and purposeful. Pupils work hard and remain on task without the need for constant adult prompting.
- Each pupil's progress in reading, writing and mathematics is checked rigorously and tracked as they move through the school. Half-termly meetings about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have an excellent understanding of how well the pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets.

The behaviour and safety of pupils are outstanding

- Behaviour in class, around the school and in playground areas is outstanding. The school promotes positive relationships and tackles discrimination very effectively. As a result, relationships are extremely positive between pupils and between pupils and adults. Pupils cooperate well and contribute eagerly, and this is a major factor in the excellent progress made in lessons. They respond very well to the many opportunities planned for them to discuss their ideas with other pupils, either with a partner or in small groups.
- Pupils greatly enjoy being in school and are very proud of their school. This is reflected in their consistently high levels of attendance. Year 6 pupils said they will be 'really sorry' to leave the school at the end of the school year.
- Pupils are confident that if there is something they cannot sort out themselves, then an adult will be on hand to help. Older pupils readily accept responsibilities such as helping to solve minor disagreements between younger pupils in the playground and operating equipment in assemblies.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and say they feel 'very safe' in school. Through the school council, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils respond extremely well to the school's excellent promotion of spiritual, moral, social and cultural development. They have a very clear sense of what is right and wrong.

The leadership and management are outstanding

- The headteacher and school leaders have built very effectively on the strengths identified at the previous inspection. There is a common sense of purpose and vision for excellence that is shared amongst the staff team and governing body. As a result, the school has achieved and sustained a trend of very high outcomes for all pupils.
- Teaching is well led. As a result of regular checks and support, teaching is now consistently at least good and frequently outstanding across the school. Together with careful tracking of pupils'

progress, the detailed information about teaching that comes from checks on teachers' work ensures that planning for improvement is founded on good evidence and accurate data.

- The school's promotion of equality of opportunity in all its work is outstanding. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses.
- The school provides outstanding pastoral care for its pupils. The small size of the school ensures that staff know all pupils and families well. Very positive relationships with parents and carers and excellent links with a wide range of partners contribute significantly to improvements in pupils' achievement and well-being.
- Strong links with a group of local schools help to overcome the potential isolation of a small school and these links enable staff to share their expertise. In addition, links to schools further afield, including Kenya, help to ensure pupils gain wider experiences and broaden their horizons.
- Local authority support has been helpful to the school. For example, it has supported changes in the Early Years Foundation Stage, engaged in joint activities with senior leaders to check on aspects of the school's work and supported training for both governors and leaders.
- **The governance of the school:**
 - The governing body is led extremely well. It provides strong support for leaders and managers and challenges them to ensure that the school continues to improve and move forward. Governors fully understand the strengths and needs of the school and how performance management is being used to improve teaching and learning further. They ensure there are secure safeguarding procedures in place. Governors understand performance data and how the school is doing compared with other schools. The governing body makes very efficient use of its resources to ensure that all pupils have the best chance to succeed. Governors ensure that additional funding through the pupil premium is used extremely well and is successful in reducing any gaps in achievement between different groups of pupils. Governors take their responsibilities very seriously and ensure they receive the professional training they need.

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	123505
Local authority	Telford and Wrekin
Inspection number	403531

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Martin Evans
Headteacher	Helen Osterfield
Date of previous school inspection	17 October 2007
Telephone number	01952 387790
Fax number	01952 387794
Email address	A3109@telford.gov.uk

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