

Inspection of Tibberton Church of England Primary School

Off Maslan Crescent, Tibberton, Newport, Shropshire TF10 8NN

Inspection dates: 14 and 15 May 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Tibberton Church of England Primary School is a fully inclusive school. Pupils feel safe and know there are adults who care for them. Pupils know that if any issues occur, adults will help to resolve it. This helps them to feel safe and happy.

The school has high expectations for all pupils. Pupils enjoy learning and talk passionately about the subjects they enjoy. Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. They are very well supported and achieve well. Pupils work hard in lessons and rise to teachers' expectations.

Outside, pupils play well together. Older pupils are role models to the younger children. Lunchtimes are a hive of activity. Pupils take part in a range of activities for example, dancing, dodgeball, skipping, colouring and playing with Lego. This ensures that all pupils are included in activities that they enjoy and supports them to behave well.

Pupils take on a range of roles and responsibilities. From school councillors to spiritual ambassadors and house captains, all pupils know they have a voice in the school. This helps develop pupils' confidence and talents. As leaders said, 'All pupils have a light and we want them to shine'.

What does the school do well and what does it need to do better?

Since the arrival of new leaders, the school has taken decisive action to prioritise the development of reading, writing and mathematics. The quality of pupils' learning in these areas has improved significantly. The expectations of pupils' achievement have been raised significantly. High-quality training is given to staff to help them develop strategies for modelling and assessing learning. This has had a positive impact on the quality of teaching and learning. However there are some inconsistencies in the subject specific knowledge of some staff across the curriculum.

Reading is a strength of the school. Pupils benefit from a well-considered reading curriculum. Leaders have thought carefully about the books they want the pupils to know and love; these are called the 'Tibberton 100'. Pupils talk with pride about how they have read many of these books. From the moment children start in Reception, they are immersed in stories, songs and rhymes. They quickly start to develop a secure knowledge of phonics. All staff are well trained in the school's phonics programme and quickly address any misconceptions as they arise. For those pupils who fall behind, support is put in place to help them to catch up quickly. This helps pupils to be fluent and confident readers.

The school has overhauled the wider curriculum and has ensured that there is a suitably ambitious curriculum in place for the foundation subjects. In many subjects, the school has identified the important knowledge, vocabulary and skills that pupils

need to learn. However in some subjects, this is not as clear. This means that in these subjects, pupils do not always achieve as well as they could.

Leaders have considered ways to develop subject leadership across the federation. Some subject leaders are experienced and have made considerable improvements to their subjects. However, in some subjects, leadership is at an earlier stage of development and is still working to improve and develop the subjects fully.

The school has established effective systems to identify and address the needs of pupils with SEND. These pupils are identified at the earliest opportunity, so that effective support is quickly put in place. Staff are skilled to support pupils with a range of needs. Teachers adapt learning and support so that the majority of pupils with SEND access the same curriculum as their peers.

Children in early years thrive. Adults plan purposeful learning opportunities that link closely to the school's early years curriculum. Children are inquisitive and show high levels of perseverance. Adults know the individual children and their needs well and use effective questioning to take their learning further.

Pupils are polite, friendly and have excellent manners. The school has developed a behaviour curriculum that teaches pupils about different aspects of behaviour from Reception to Year 6. In lessons, pupils behave well. During playtimes, older pupils play harmoniously with the younger pupils.

The opportunities for pupils to access learning beyond the classroom have been greatly improved. Pupils love the sporting opportunities that are available to them both at recreational times but also beyond the school day. Pupils show understanding of other world religions, and respect views different to their own. As one pupil said, 'We are all equal here.'

Governors understand their responsibilities and carry out their statutory duties appropriately. Staff spoke positively about how the school considers their well-being. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the precise knowledge and vocabulary that pupils will learn is not as clear as it is in other subjects. This means that at times, some pupils find it difficult to recall their key learning in these subjects. The school should ensure

that the precise knowledge is identified so that pupils are able to retain and recall key learning so they can achieve well.

- There is some variability in the subject knowledge of staff in some subjects. This inconsistency hinders how well staff plan for effective learning. The school should provide staff with the necessary guidance and support to further develop their subject knowledge and help them to implement the curriculum consistently well.
- Some subject leaders do not yet have the skills and experience to be able to refine and monitor the curriculum in their subjects. This means that some leaders do not fully understand the impact their subject is having on pupils' learning. Leaders should ensure that all subject leaders are given the skills to be able to revise the curriculum in their subjects and then monitor the impact of these changes.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123505
Local authority	Telford & Wrekin
Inspection number	10322766
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair of governing body	Lynne Law
Executive Headteacher	Rebecca Nash
Website	www.tibbertonschool.org.uk
Date of previous inspection	15 March 2013, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school in the Diocese of Lichfield. A statutory inspection of Anglian and Methodist schools was carried out in December 2017. These inspections are normally carried out every five years.
- The school is part of a federation with another local school. The executive headteacher and headteacher work across both schools.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point in time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the

school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, headteacher and other leaders.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors held discussions with governors and representatives from the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Ed Leighton

Ofsted Inspector

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