Inspection of Tibberton CofE First School

Plough Road, Worcester, Worcestershire WR9 7NL

Inspection dates:	14 and 15 January 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2014.

What is it like to attend this school?

Tibberton First School is a happy and successful school. Pupils are exceptionally proud of their school and relish attending every day. They are rarely absent. The school has a genuine family feel. Pupils feel very well cared for and safe in school because there are kind and dedicated staff members who put pupils' needs at the heart of all they do.

The school has a determination that pupils leave Tibberton as well-rounded young adults of the future. It also wants them to reach their full potential in learning. This strong ambition is realised. Pupils can read and write to a high standard. Pupils with special educational needs and/or disabilities (SEND) achieve equally well. All pupils behave beautifully throughout the day. They are polite, courteous and routinely well-mannered.

The school provides many opportunities for pupils to widen their experiences outside of the classroom. It arranges for visitors to come to school to speak about the world of work. They provide pupils with information about different careers. Pupils get to go on a variety of trips and visits that help bring learning to life. Pupils are ready for the next stage of education when the time comes to leave their much-loved first school.

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

Children get off to a great start in the early years. They settle impressively well. The school wastes no time in teaching children to read. Staff teach phonics well, and the vast majority of pupils keep up with the pace of the school's bespoke programme. For those who need extra help, they receive the right support at the right time. This helps them to keep up. Pupils read regularly and have many opportunities to apply their skills in phonics to read unknown books. Many pupils can also apply their phonics knowledge to write to a good standard.

Pupils progress well through the mathematics curriculum. They are confident and capable mathematicians. Most pupils demonstrate a secure understanding of basic facts and processes that support them in solving more difficult calculations and problems. Occasionally, pupils are not taught the most effective way to solve these. This leads to inaccuracies. In addition to this, the tasks that pupils complete are not as challenging as they could be. This hampers the progress that some pupils make. Other curriculum areas have been carefully designed for pupils to make links and deepen understanding over time. The school has introduced a range of approaches to support pupils in remembering what they have learned previously.

The school supports pupils with SEND well. It puts appropriate adaptations in place so that pupils can access and succeed with the same curriculum as their peers. Staff identify pupils' individual needs quickly and engage with external support when necessary.

Pupils' behaviour is exemplary. They show exceptionally positive attitudes to learning. Pupils are eager to share their knowledge and engage well during lessons. The respect pupils have for each other and for staff is inspiring. Staff model this respect. Relationships are the bedrock of the school and underpin many aspects of the school's work. At social

times, the older pupils support the younger pupils with a level of maturity and care that is inspiring. This adds to the family feel. Younger children look up to older pupils as role models they can emulate.

Pupils feel proud when they become house captains and school councillors. Many other pupils have responsibilities in their class or around the school. These help them to gain a sense of responsibility. Pupils talk maturely about being respectful. They understand that it is never acceptable to treat people differently because of any differences they might have.

Children get off to a great start in the early years. They settle impressively well. Staff know the children very well. Children enjoy exploring and learning through the different learning activities available to them. Staff make the most of the limited space available but enhance children's experiences through their 'woodland work'. This helps to address some of the areas of learning that are not available on a day-to-day basis.

The school is led very well. It understands what needs to be done to make it even more successful. It wants nothing less than the very best. The school is held in extremely high regard by its parents. They recognise, appreciate and value the high-quality care and education their children receive from caring staff members. Governors are committed professionals who support the school wholeheartedly on its journey of continual improvement. Staff are proud to call themselves part of the Tibberton family.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The mathematics curriculum is not always implemented as well as it could be. In some lessons, pupils are not taught the most effective way to solve more complex problems. This leads to them making mistakes and limits the degree of challenge for some pupils. The school should ensure that the mathematics curriculum is implemented successfully so that pupils acquire the knowledge and skills to be able to achieve well.
- In some areas of the curriculum, some teachers do not systematically check errors, misconceptions and gaps in pupils' learning. As a result, pupils continue to make the same mistakes and do not learn as well as they could. The school needs to ensure that all teachers identify and promptly address errors and misconceptions so that pupils make even better progress across the curriculum.

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	116851
Local authority	Worcestershire
Inspection number	10343826
Type of school	First
School category	Voluntary controlled
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair of governing body	Andy Clarke
Headteacher	Alex Gromski (executive headteacher)
Website	www.tibberton.worcs.sch.uk
Dates of previous inspection	12 and 13 March 2014, under section 5 of the Education Act 2005

Information about this school

- The school provides a before-school club for its pupils.
- The school does not make use of any alternative provision.
- This Church of England school is part of the Diocese of Worcester. The last section 48 inspection took place in December 2021. The next section 48 inspection is due to take place in the academic year 2025/2026.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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.
- The lead inspector spoke with six governors, including the chair of the governing body.
- The lead inspector spoke on the telephone with a representative from the local authority and the diocese.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked with pupils and staff to gather information about school life. In addition, they took account of responses to Ofsted's surveys for staff, pupils and parents.

Inspection team

Keri Baylis, lead inspector	His Majesty's Inspector
Razia Ali	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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