



Tibshelf Infant School and Nursery

Inspection Report

Unique Reference Number 112640
Local Authority DERBYSHIRE
Inspection number 289360
Inspection date 31 January 2007
Reporting inspector Gill Broadbent

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

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|---|--------------------|-------------------------|-------------------------------|
| Type of school | Infant | School address | 144, High Street |
| School category | Community | | Tibshelf, Tibshelf |
| Age range of pupils | 3-7 | | Alfreton, Derbyshire DE55 5PP |
| Gender of pupils | Mixed | Telephone number | 01773 872571 |
| Number on roll (school) | 159 | Fax number | 01773 872571 |
| Appropriate authority | The governing body | Chair | Mrs R Jones |
| | | Headteacher | Mrs A Raynor |
| Date of previous school inspection | 10 June 2002 | | |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than average and serves a rural village in a former mining area. Virtually all pupils come from White British backgrounds. Most, but not all children have skills similar to those expected nationally in some areas but they are below average in communication, language and literacy and mathematical development when they enter the Nursery. The proportion of pupils with learning difficulties or disabilities is below average and an above average number have a statement of special educational needs. An average number of pupils are entitled to free school meals.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 1

This is an outstanding school and staff, governors, parents and pupils are justifiably proud of the high quality education it provides. Pupils' outstanding work is celebrated throughout the school and they show a joy in learning. Children are everyone's priority so their needs are anticipated and extremely well catered for. The school's success is underpinned by exceptionally high quality leadership and management, a continuous drive to improve, the high morale of staff and positive relationships with parents and partners. The accuracy, rigour and thoroughness of the checks on the quality and effectiveness of the school's work are used to plan and take innovative action to raise standards. This ensures that all pupils achieve as well as they can based on their individual starting points. In the Foundation Stage children get off to a flying start, make exceptionally good progress and achieve extremely well. In Years 1 and 2 this rate of progress continues so they achieve exceptionally well and reach consistently high standards by the end of Year 2 especially in writing.

The quality of teaching and learning throughout the school from Nursery to Year 2 is outstanding because it is consistently good and at times exceptional. Teachers and support staff know each individual pupil very well and plan challenging activities that are at the right level for them to make very good progress no matter what their abilities or specific needs. Pupils' progress is checked frequently and support provided to prevent them from falling behind in either their personal development or academic work. As a result pupils successfully reach the challenging targets set for them in reading, writing and mathematics.

Pupils' behaviour is excellent and they show exceptional care for others which contributes very well to the school's harmonious and happy atmosphere. They co-operate with each other in teams, work hard in lessons and really enjoy learning. The high standards they reach in their personal development and academic work prepares them exceptionally well for the next stage of their lives. They know how to keep themselves healthy and safe and make full use of playground apparatus to keep fit. Pupils' spiritual, moral, social and cultural development is outstanding because these aspects are continually taught through a highly effective programme of work that also permeates assemblies, religious education and class council discussions. All adults in the school provide good role models for pupils' personal development.

The headteacher, governors and staff form a strong team whose shared aspirations for the pupils are high. They regularly seek the views of parents and pupils to ensure the school's continued improvement and success. They have demonstrated an excellent capacity to improve through the enhancements made to the reception classrooms and in outstanding standards achieved especially in writing. They have an accurate knowledge of what needs to be done. They are already well underway with the next phase of development which includes the simplification of assessment records. The school provides excellent value for money.

What the school should do to improve further

- Implement plans to streamline assessment records.

Achievement and standards

Grade: 1

Children have an excellent start in the Nursery which is continued in the Reception classes so they achieve extremely well. They begin Nursery with some skills that are similar to those expected for their age in some aspects but their skills are not so well developed in communication, language and literacy and mathematical development. Children make very good progress in these areas and by the time they enter Year 1 they meet the levels expected for their age and some exceed them, especially in personal and social development.

Pupils make consistently good and at times excellent progress in Years 1 and 2. Results of Year 2 tests in 2006 show standards were well above average in reading and mathematics and in writing they were very high. Pupils' work shows that these high standards are being maintained and achievement is outstanding.

Checks on the progress of all groups of pupils show that boys do better than girls in mathematics and girls do better than boys in reading and writing. The steps taken to narrow the gap between boys' and girls' attainment, which is less than the gap at national level, are effective. Pupils who are gifted or talented, and those who have learning difficulties or disabilities also do exceptionally well in meeting their individual, challenging targets.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils is outstanding as is their spiritual, moral, social and cultural development. Pupils respond well to the staffs' consistently high expectations and aspirations for them and develop outstanding attitudes towards learning and excellent behaviour. They work hard and persevere when they find things difficult and develop a love of learning. Attendance is effective and assists pupils to attain extremely high standards because the school does all that it can to encourage good attendance. Pupils learn how to play and work well together in teams and groups during lessons. They show real concern for others by using sign language confidently during assemblies and expect an invited audience to join in so that everyone is included. At lunchtime they promote healthy eating by encouraging their friends to have healthy drinks. Pupils feel safe in school and know there is always someone they can turn to for help if they are worried or upset. They enjoy the computer club which helps them to develop their excellent computer skills at school and home. They enthusiastically use the range of climbing equipment, games and physical activities during the day to keep fit.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding because it is of consistent high quality throughout the school. The key to this high quality is lively dynamic teaching, warm caring relationships and rigorous assessment of individual pupil's needs that are used well to plan the next steps in learning. Teachers plan interesting practical tasks at the right level for each group or individual's needs and they use information and communication technology (ICT) imaginatively to support teaching and learning. Consequently pupils are extremely well motivated, they concentrate throughout lessons and enjoy learning. Everyone demonstrates a total commitment to high achievement for all pupils through the strong relationships and effective team work of staff, parents, volunteer helpers and other agencies. This ensures that pupils succeed in reaching their goals.

Curriculum and other activities

Grade: 1

The curriculum is exceptionally well organised and planned so that pupils in a mixed age class do not repeat any topics. It successfully builds pupils' skills in all subjects so that work becomes harder as they progress. Planning in different subjects includes very good opportunities for pupils to develop skills in reading, writing, mathematics and ICT which are seen by staff as crucial to reinforcing pupils' learning and increasing their enjoyment. The programme of work is enriched by educational visits, visitors coming into school and theme days. These provide real life experiences upon which to focus pupils' learning. Participation in music and arts festivals also adds to the breadth and depth of their learning. The school also ensures that all pupils have equal access to the curriculum by modifying tasks to suit individuals or by providing effective adult support for those pupils who need it.

Care, guidance and support

Grade: 1

This is outstanding. Pupils' health safety and welfare are paramount and the governors meet the latest statutory guidance concerning their safeguarding responsibility. The school identifies needs quickly and provides highly effective support for individual pupils through the use of specialist staff and other outside agencies. Staff provide excellent role models and support for the programme of the personal, social, health and citizenship education. They constantly reward achievement, good behaviour and attitudes such as hard work, perseverance, kindness and thoughtfulness. Guidance is of high quality so that pupils develop independence and confidence to explain the reasons for their answers in a positive environment. Teachers provide excellent guidance for parents and their children. This helps pupils reach their targets and supports them when they join or leave the school or move classes.

Leadership and management

Grade: 1

The headteacher, staff and governors form an exceptionally strong and united team who share the same high aspirations to provide the best possible education for their pupils. The headteacher's leadership and management are outstanding. She ensures that all staff, governors, parents and pupils are involved in the process of checking all aspects of the school's work to identify strengths and where things can be improved. Parents say the school is excellent and so do the pupils. But the school is not complacent and the staff and governors continually challenge each other to do even better.

A particular strength is the rigorous, accurate analysis of standards, achievement and progress from Nursery to the end of Year 2. It is used to strategically plan the work of the school so that more emphasis is given to weaker areas of learning from the very start of a child's education. It ensures all groups of pupils and individuals are doing equally well. Consequently standards and achievement have continually improved since 2004 from above average to outstanding. The next steps forward are accurately identified which include the streamlining of assessment records. Leadership and management pursue excellence vigorously demonstrating an outstanding capacity to improve.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The quality and standards in the Foundation Stage | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| The capacity to make any necessary improvements | 1 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress | 1 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 1 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

31 January 2007

Dear Pupils

Tibshelf Infant School, 144 High Street, Tibshelf, Alfreton, Derbyshire, DE55 5PP

Thank you for making me so welcome when I visited your school. It was lovely to see all your work displayed so beautifully around the school. You were very kind and thoughtful when you spoke to me at lunchtime and later during the day when you explained how much you love your school and everyone there.

I agree with you and your parents that it is an excellent school and provides you with an outstanding education. Teaching is high quality so that you learn very well and do your best to reach high standards. Your lessons are fun and interesting and at just the right level to help you improve. I was very impressed by your writing so I wasn't surprised when you told me how much you enjoy wizard writing lessons. You are doing very well when you use computers too. Everyone looks after your safety and well being and there is always someone who will help you.

The headteacher, staff and governors check how well you are doing thoroughly. They make sure that you have the help, support and guidance you need to do very well and to keep yourselves healthy and safe. They want to make your school even better and they have already started! They are making their system for recording and checking your progress easier to use.

I do hope that you continue to enjoy your learning at a fantastic school.

Sincerely

Mrs Gill Broadbent

Additional Inspector.