

Tibberton Primary School

Inspection report

Unique Reference Number	115545
Local Authority	Gloucestershire
Inspection number	311971
Inspection dates	19 June 2008
Reporting inspector	Shirley Billington

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 on roll	97
Appropriate authority	The governing body
Chair	Mr John Thomas
Headteacher	Mr Nigel Brown
Date of previous school inspection	8 March 2004
School address	Orchard Rise Tibberton Gloucestershire GL19 3AQ
Telephone number	01452 790469
Fax number	01452 790761

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rural school with four classes. There have been various changes in staffing over the past two years and there are several job-share arrangements in place. A significant number of pupils enter or leave the school each year at other than the usual times. Several are from Traveller families of Gypsy/Roma or Irish heritage. The school is part of a network of small primary schools (GlosMaTCH) that is working towards federated status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils are known well by all staff and thrive in the school's caring and stimulating environment. A high level of care from all staff means the school is particularly successful in integrating those who join late or who have experienced difficulties elsewhere. Parents of these pupils are very appreciative of the way that their children are supported. Their confidence in the school is evident in comments such as 'I am very impressed by his achievements in a very short space of time' and 'Since attending Tibberton he has been made to feel he is achieving his best'.

Pupils do well academically as well as personally. At the start of the Reception Year, children's skills are broadly in line with expectations. Their learning moves on at a good rate so that they are working above expected levels at the start of Year 1. This good foundation is successfully built on so that standards in English, mathematics and science are generally above average at the end of Year 6. Pupils with learning difficulties benefit from well targeted support and make good progress against their individual targets. More able pupils generally do well over time, but do not always make gains at a consistent rate in each year group. Systems for tracking pupils' progress have been strengthened over the past year and are being used well to check on where individuals may be slipping back. However, the information is not summarised to check, for example, whether boys and girls are doing equally well in each year group or to compare progress in different subjects or areas of learning.

The school benefits from an enthusiastic team of staff that is keen to share expertise to the benefit of the pupils. Subject leaders are instrumental in leading improvements and have been successful, for instance, in extending opportunities for writing and introducing more practical work in mathematics. However, limited time means that subject leaders do not have enough opportunity to evaluate the success of the initiatives that they have led. In addition, while plans for improvement are usually focused on the further raising of standards, they rarely include a specific target that would enable the school to measure the impact of the work that has been done.

Cluster links are used exceptionally well to share expertise and to extend opportunities for learning. This has enabled the school to benefit, for example, from advice on developing the use of information and communication technology (ICT) and to strengthen the management of support for pupils with learning difficulties. Pupils' experiences are extended through a variety of shared events such as a residential visit for all Year 6 pupils in the cluster.

As they go through the school, pupils mature and gain confidence. Years 5 and 6 pupils are very appreciative of all that the school provides for them. They are very well prepared for the next stage of learning and later life. The majority of parents are very positive about all aspects of the school's work, particularly appreciating their children's real enthusiasm for learning. Several made comments such as 'my sons are flourishing' and 'the children feel their opinions are valued and are brimming with confidence'.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a good start and make good progress in all areas. They do particularly well in aspects of mathematical development and in gaining knowledge and understanding of the world. The curriculum is planned well to include all areas of learning. While there is a strong emphasis on teaching early literacy and numeracy skills, there are also good opportunities for children to learn from first hand, practical experiences. This was evident as two boys worked in the outside area filling a tank with water and then linking pipes to drain it and 'make a flood'. Children's progress is tracked carefully through the year so that staff can identify any gaps in their learning. There is a good amount of data on how well children achieve in different areas but this is not summarised or analysed. As a result, staff are not able to check rates of progress in different areas of learning or to pinpoint where there is scope to strengthen provision. Parents are given good information on how their children are doing and several expressed delight at the good start that their children have had. As one explained, 'Our son has settled well during his Reception Year and has a fantastic teaching team that offers unconditional support and care.'

What the school should do to improve further

- Ensure that more able pupils make consistent progress in year groups throughout the school.
- Provide opportunities for subject leaders to evaluate the impact of initiatives that they have led and include measurable targets in plans for improvement.
- Sharpen the analysis of assessment information to gain a clear view of how well different groups of pupils are doing and to compare progress in different subjects and areas of learning.

Achievement and standards

Grade: 2

Pupils make good progress through the school and standards at the end of Year 6 are generally above national averages. Results in national tests slipped last year, in part because of the number of pupils that left or joined the year group at a late stage. However, standards were also affected because the proportion of pupils that attained the higher levels was not as high as it could have been, particularly in mathematics and science. Effective action has been taken to address this so that around half the pupils in the current Year 6 group are working at higher levels. This is the result of a good boost to their learning over the past year. In other year groups, while more able pupils make steady progress their learning does not always move on as quickly as it should.

Personal development and well-being

Grade: 2

Pupils are keen to contribute their ideas and views in lessons. They are sensitive to the needs of others and those with particular difficulties are included in all activities. Those joining classes during the year feel welcomed and quickly make friends. Behaviour is generally good, though occasionally pupils find it difficult to maintain concentration and to listen rather than calling out in lessons. Pupils have good

awareness of the importance of leading a healthy lifestyle, enthusiastically participating in daily 'wake and shake' sessions. They feel safe in school and are clear that there are no issues with bullying. Year 6 pupils make a good contribution to the running of the school through peer mentoring and acting as 'buddies'. They appreciate the range of activities in which they can participate and enjoy working with other pupils in the cluster schools. Attendance has been below average but has improved over the past year. The school has worked successfully, in partnership with the education welfare service, to encourage regular attendance.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned and organised. Teachers use a good range of strategies to engage pupils' interest and demonstrate what they are going to learn. Just occasionally, introductory sessions last too long and it is difficult for pupils to maintain concentration. Teaching assistants are used well to support those pupils who need some extra help to understand or complete the tasks set. This is particularly beneficial for those with learning difficulties or those who have been out of school for a lengthy period. No time is wasted in lessons but there are occasions when the pace of learning could be a bit quicker for more able pupils.

Curriculum and other activities

Grade: 2

Good adaptations have been made to strengthen the curriculum so that it meets pupils' needs well. Adaptations to the provision for writing and mathematics have led to improvements in standards. The school is now rightly focusing on making stronger links between subjects so that the curriculum becomes more creative. There are good plans to extend the use of ICT. Opportunities for learning are enriched well through a wide range of sporting and musical activities that are much appreciated by pupils. There is a well planned programme of visits and special events such as 'Arts Week' are much enjoyed. Pupils benefit from a range of cluster activities such as shared clubs and the opportunity to join an orchestra. A well planned programme for personal, social and health education (PSHE) prepares pupils well for later life. They learn, for example, how to deal sensibly with the sorts of risks that they may meet as they get older.

Care, guidance and support

Grade: 2

Pastoral care is a strong feature of the school's work. Parents are particularly confident about this aspect, feeling that their children are well known and well cared for. Those pupils who need extra help benefit from well targeted support. Teaching assistants' time is used flexibly and this is particularly beneficial in re-integrating Traveller children when they join the school after a period of absence. The school has very good links with outside agencies such as the Traveller support service so that extra help can be provided where necessary. Academic guidance has been strengthened so that frequent checks are made on individual pupils' progress. Pupils have individual targets and understand what they have to do to achieve these. They

are given good feedback on what they need to improve when their work is marked. Tracking information is used well to pick up those pupils at risk of underachieving but is not used as effectively to identify those who have the potential to make progress at a rapid rate.

Leadership and management

Grade: 2

Good use is made of information from national tests to analyse what the school is doing well and what needs to be improved. This feeds into school development planning so that staff and governors share a clear sense of direction. Detailed action plans guide initiatives in key areas, but it is not always clear how success is going to be measured because the plans are not specific enough about intended outcomes. Subject leaders are playing a key role in leading developments, often in collaboration with colleagues in cluster schools. Opportunities for them to check on the success of what has been done are limited as they rarely observe their colleagues teaching. Good use has been made of changes in staffing arrangements to extend the range of subject expertise. Flexible teaching arrangements enable staff to lead the teaching of subjects such as mathematics and music in year groups across the school. The school has been successful this year in improving standards in writing and mathematics and is well placed to make further improvements.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The effectiveness of boarding provision	
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

23 June 2008



Dear Children

Inspection of Tibberton Primary School, Tibberton, GL19 3AQ

You may remember that we visited recently to see how you are getting on. Thanks to all those of you who explained what you were doing in lessons and what was happening around the school. Particular thanks to the Years 5 and 6 pupils who gave us so much helpful information when we met. I thought you would be interested in what we are saying in our report. Yours is a good school. You told us how much you enjoy everything that goes on there and we can see why!

You are taught well and your learning moves on at a good rate. Staff take good care of you and you told us that you feel safe in school and there is no bullying. Those of you who are new to the school quickly settle in and get extra help if you need it. The people in charge of the school are always looking for ways to make it better. One of the ways that they do this is through the GlosMaTCH activities that give you lots of extra experiences like going on trips with Year 6 pupils from other schools.

One of the best things about the school is you yourselves! You work well together and think carefully about how to help each other. Those of you in Years 5 and 6 are mature and responsible and well prepared for life at secondary school and beyond.

We have suggested three things that the school needs to work on:

- Make sure that if you are quick to learn you are given work that really makes you think.
- Give some time to teachers in charge of different subjects to visit classrooms and check on how well things are working.
- Use all the information about how well you are doing to check things like whether boys and girls do equally well and whether you make progress at the same rate in each subject.

There are two things that you could do to help. The school is working hard to make attendance figures better and it is important that you are there every day if at all possible. It is also important to make sure that you always listen carefully when your teachers are explaining things in lessons.

Thank you again for your help. Best wishes for a happy end of term.

Yours sincerely

Shirley Billington
Lead Inspector