



National Society Statutory Inspection of Anglican and Methodist Schools Report

Tibberton Voluntary Controlled Church of England First School

Plough Road

Tibberton

Droitwich

WR9 7NL

Previous SIAMS grade: Good

Diocese: Worcester

Local authority: Worcestershire

Date of inspection: 8 December 2014

Date of last inspection: October 2009

School's unique reference number: 116851

Headteacher: Carolyn Tew

Inspector's name and number: Allyson Taylor 768

School context

Tibberton Church of England First School is a rural school with 75 learners on roll. A collaborative arrangement with a neighbouring church school led to a formal federation in September 2014. An executive headteacher and one governing body lead both schools. Learners come from predominantly white British families in the local area. The number of disadvantaged children and those with additional needs is below the national average.

The distinctiveness and effectiveness of Tibberton as a Church of England school are outstanding

- Clarity of vision and core Christian values which have a positive impact on the achievement and personal growth of learners
- Committed leadership which has secured improvements to the Christian character as well as skilfully guiding the school into the federation arrangement with Hindlip VC First School
- Strong partnerships with families leading to excellent support for the school
- The impact of the Christian ethos on the children which influences aspects of home life

Areas to improve

- Embed the systems of monitoring so that evaluations of the impact of Christian distinctiveness, collective worship and religious education (RE) lead to improvements
- Extend the opportunities for younger learners to lead worship and so enhance spiritual development
- Increase learners' experience of a range of Anglican traditions and settings so they have a greater understanding of Christianity as a multi-cultural world faith

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The Christian character of Tibberton has developed since the last inspection. The school motto: *'Achieve, Believe, Care'* was decided upon by the whole school community. A learner then designed the logo with the motto sitting within a cross making it clear that Christianity is the moral compass for the school. The core Christian values of respect, honesty and trust underpin the daily life of the school. They are clearly expressed by all members of the school community who explain how the values help them to work and grow together. For example, learners said: *'care helps us to think of others, achieve helps us to try and try again.'* Tibberton is a highly effective and inclusive church school where learners are nurtured and enabled to flourish. Adults, inspired by the school vision and values, provide exceptional levels of care for each child, and describe how the caring ethos ensures each child is valued as an individual. Each is treated with respect with the result that respect is received by and shown to everyone. When a child says they can't do a task, teachers encourage them by saying: *'I believe you can.'* This supportive approach to challenge, rooted in the school's distinctive Christian character, ensures that learners make outstanding progress in academic tests and assessments, sometimes from low starting points. In addition to excellent care shown by adults towards learners, there is a culture of older learners supporting the younger members of the school community. Members of staff speak warmly of how the school's Christian character enables them to reflect on how they work as a team. Consequently, a strong spirit of Christian service towards learners and between colleagues is evident. The curriculum offers depth of study through extra-curricular activities and visits, often focusing on other countries and cultures; this helps develop understanding of and respect for others. The partnership arrangements with Hindlip support curriculum enrichment and provide opportunities for learners to make friends at another school. The partnership also enables the school to continue to develop its own distinctive ethos with close reference to that of a different church school. Learners have some understanding of Christianity as a world faith and this is an area the school is aware needs further development. Learners appreciate the opportunities to attend church for special events, most recently to learn about baptism. RE is popular and well-planned to deliver the locally agreed syllabus. It is taught weekly and also woven into cross-curricular topics so that learners have a deeper understanding of themes explored. Much RE is delivered through role play, story, discussion and practical activities. This allows learners to express their own developing opinions in a creative way. As a result of the considered way RE is taught, the subject makes a significant contribution to the spiritual, moral, social and cultural development of learners as well as reflecting the Christian character of the school. The school has explored its understanding of spirituality and this ensures that spiritual development is secured in the way lessons include time to reflect and for questions to be asked.

The impact of collective worship on the school community is good

Collective worship is valued and supports the excellent behaviour and motivation to learn across all ages. A sense of gathering for worship is instilled through the use of music and images. By singing a song, it is made clear that the school has collected for an act of worship. While the term 'assembly' is used, it is made explicit that this is distinct from an act of worship. At the start of worship, candles are lit as a symbol of the Christian belief in God as Father, Son and Holy Spirit. Learners, therefore, have some awareness of the Trinitarian nature of Christianity. Acts of worship link examples from the Bible to Christian values, for example generosity was explored through the story of Solomon and Sheba. There is a more limited understanding of different Christian traditions and settings for worship. While the outdoor classroom offers space for individual reflection it is not currently used for class or whole school worship. Teachers and volunteers from the local community regularly lead worship and both adults and children state they appreciate the time it gives them to stop and reflect. It also supports teachers in reinforcing the chosen Christian values at other times of the day. Visitors from charities are invited to talk about their work and this prompts learners to act to help those in need. The Open the Book team make a valuable contribution to

worship and the way in which they deliver worship has guided Year Four learners to follow their lead. Children in Year Four are given the opportunity plan and lead worship and this supports their spiritual development. The group who drafted the new school prayer expressed a wish for younger children to also have the opportunity to lead worship. Views on worship are sought and what learned is noted down. Suggestions made by learners have improved the content and resources used for worship. The school has a good prayer life, using prayers written by children in worship and prayer times in classes. Grace and a time for reflection at the end of school are integral to each day. Parents and learners describe how they say prayers at home as well as in school. One parent said: *'my child reminds us to say grace.'* It is clear, therefore, that some learners see the relevance of worship to their own lives. The school celebrates the main Christian festivals and is supported by the incumbent to use the church as an environment for learning. School services in church are limited due to the capacity of the building.

The effectiveness of the leadership and management of the school as a church school is outstanding

Governors and senior staff demonstrate exemplary Christian leadership and it is their commitment to the success of Tibberton which led to the recent federation. Activities for learners from both schools have enhanced how individual needs are met. Staff share good practice and appreciate the opportunity to work with colleagues in their partner school. In liaising with his opposite number at Hindlip, the head of school is well-prepared as a leader of a church school. All leaders express a deeply held vision for enabling each child to be the best they can be. This vision is founded in the belief that everyone is unique and loved by God. Senior leaders work with dedication and passion, sharing the leadership role in an effective partnership which models the Christian value of respect. Self-evaluation of the school as a church school is accurate and assessing how effective Tibberton is as a church school is part of the regular cycle of monitoring. However, explaining the reasons for grades chosen is not fully recorded. As some governors are new in post, it is too early to establish the improvements which their involvement has secured. They are, however, actively involved in school and provide appropriate challenge to leaders and staff, including commenting on the quality and impact of worship. Leaders in RE and worship give guidance to colleagues and this enables provision to improve. Some staff have a good subject knowledge of RE and leaders ensure this expertise is used to the full in lessons. The school benefits from excellent diocesan support and governors report that such support is of great help in planning for the school's development as a distinctively Christian learning community. Members of the local community also support the school in a variety of practical ways and this is of mutual benefit. For example, a governor regularly relates school news at parish council meetings and the local church has agreed to co-fund a community singing project with the school. Parents are exceptionally proud of the school and hold the executive headteacher and other members of staff in high regard. They describe how the school influences their family life with children talking about Christian values, RE and prayers at home. One parent said: *'this school enables us all to talk about our faith and feelings; the Christian ethos does not end at the school gate.'*

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