

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tibberton Church of England (VC) Primary School

Maslan Crescent, Tibberton, Newport TF10 8NN

Current SIAMS inspection grade	Outstanding
Diocese	Lichfield
Previous SIAMS inspection grade	Outstanding
Local authority	Telford & Wrekin
Date of inspection	23 November 2017
Date of last inspection	12 October 2012
Type of school and unique reference number	Primary School 123505
Headteacher	Helen Osterfield
Inspector's name and number	Reverend Alison M. Morris 759

School context

This is a small rural school which serves the village community of Tibberton. There are 150 pupils on roll aged from 4-11 years. Most pupils are from White British backgrounds although there has been a small increase in other ethnicities since the last inspection. 9% of pupils receive support for special educational needs and/or disability (SEND) and 10% through the pupil premium grant. The school has a very strong reputation in the local community and has close links with All Saints church in Tibberton and the rector from Edgmond. The school has links with Makunga S.A. Primary in Kenya.

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

- The insightful and inspirational Christian leadership by the headteacher, who is motivated by her own personal faith, provides a vision which is instrumental in the creation of a distinctively Christian school where all pupils flourish and reach their potential.
- Embedded Christian values which are seen particularly in the excellent cross curricular links associated with the spiritual, moral, social and personal development of pupils.
- Exemplary pastoral care and intervention strategies that overcome barriers to learning and enable pupils to realise their potential within a safe and stimulating Christian community.

Areas to improve

- Engage all governors in the process of implementing more robust and formal systems of monitoring religious education (RE) and the school's Christian character, to ensure they have secure evidence against which to challenge and evaluate improvements.
- Develop further a robust programme of visits to places of worship which will allow pupils to encounter different faiths and cultures within a multi-faith and multi-cultural world.

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

Tibberton is an explicitly Christian school and has developed an excellent Christian character and ethos and a strong sense of 'koinonia' (fellowship) which impacts positively upon staff and pupils. There is a rich vibrant environment permeated by positive values in which learning and achievement flourishes. This helps to create a strong shared vision which aims to provide an educational experience which has the pupils' best interests and outcomes at heart. Explicit core Christian values, such as compassion and honesty, rooted in biblical teaching are being successfully embedded. For example, the imaginative child centred visual statements within the school assists the pupils' understanding. For example, the Koinonia fellowship board makes links with Christian values and their charitable activities. As a result, the values shape and support the holistic approach to meet the needs of each child.

Highly effective intervention programmes, such as, the Worry Eaters project and excellent SEND provision has a direct life-changing impact on all pupils, particularly those with deep seated needs. Effective use of Emotional Literacy Support Assistants (ELSA) and Future in Mind, by staff and social agencies supports pupils to overcome challenges with emotional health and wellbeing issues. High expectations and aspirations have a significant impact upon pupils' lives because they positively influence pupils' attitudes, behaviour and relationships. Pupils are treated with dignity and valued as unique individuals to be fully nurtured in this inclusive environment.

The spiritual, moral, social and cultural (SMSC) provision and pupils' spiritual development is exemplary because of a rich provision of high quality experiences. A very well planned curriculum, including their own bespoke feature, 'Preparing Children for Life in Modern Britain' (PCLIMB) allows pupils to explore different cultures alongside British values. Pupils feel safe and valued in the knowledge that diversity is embraced as pupils from all cultures feel welcomed and their beliefs are respected. RE also makes a very significant contribution to the Christian character and SMSC through creative activities which encourage pupils to develop their own spirituality. It also excites and challenges pupils to show self-awareness, understanding and knowledge of Christianity along with other faiths and cultures. Pupils have a high degree of understanding and respect for diversity and difference. Current effective strategies to celebrate diversity include the well established Kenyan link and celebration of other cultural festivals such as Diwali. The school has identified the need to introduce more visits to other places of worship.

Pupils' personal development is excellent due to exemplary provision which includes opportunities for leadership responsibilities, such as Bronze Ambassadors for Sport and the Tibberton Safety Team. An effective school council also allows the pupil voice to contribute to decision making. Maturity and team work are encouraged through fundraising for charities, such as Greenfields Africa. Harmonious staff relationships provide excellent Christian role models which are attributed to Christian values. Pupils understand what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. Standards of behaviour are impeccable with polite and respectful pupils. This is due to clear guidelines and expectations which are embedded with Christian values. Attitudes to learning are excellent because pupils receive an inspirational curriculum which offers a rich variety of learning experiences, such as, the project on Pop Up Reading Festival and the English Heritage World War project on local hero, Percy Norton. Together with high quality teaching, this motivates pupils to attend regularly so absence is minimal. As a result, pupils make excellent progress and achieve good standards which are often above national averages. Classrooms have reflection areas which make a significant contribution to pupils' understanding and spiritual development. Focused displays and artefacts create a distinctively Christian environment in which all pupils mature and flourish.

The impact of collective worship on the school community is outstanding

Daily worship is distinctively Christian and is central to the life of the school. It is inclusive and spiritual with a strong focus on the person of Jesus Christ and the Christian belief in God as Father, Son and Holy Spirit. Worship is inspirational which makes an outstanding contribution to the daily experience of all pupils and staff. With a strong focus on Christian values such as forgiveness and honesty, beliefs are reinforced and embedded into the vision of this Anglican school. Great care is taken to use a variety of engaging and accessible approaches to worship which always includes key elements of Anglican traditions and practices.

Worship is very well planned through a wide range of resources, such as Roots & Fruits, so that pupils come to understand the relevance of Christian values in their lives. Excellent use of Bible stories encourages pupils to relate their learning to their own behaviour and life, fostering responsibility and respect. Thoughtful use of inclusive language allows all pupils to listen, reflect and respond appropriately so that they are spiritually nourished. For example, the use of worship responses such as, 'The Lord is here' as well as others allows pupils to take an active part in the worship.

Pupils are very attentive because effective use is made of stories, music and prayer. Their understanding of worship is enriched through the use of visual images, symbols, lighted candles and liturgical colours. As a result, worship meets the needs of all pupils through meaningful experiences which are appropriate and significant to pupil's lives. Pupils' attitudes to worship are very good and they speak positively about worship and its impact upon their lives. For example, one pupil said it 'calms me down for the day.' Their behaviour, attitudes and belief are influenced by the Christian distinctiveness

within the worship.

Pupils' involvement in planning and leading of worship has improved since the last inspection through the introduction of a worship group which positively impacts upon school life. Substantial links with the rector and foundation governors ensures that Christian values are understood and reinforced. Key Christian festivals such as Easter and Christmas are always celebrated in the church which reinforces the church and school link. It also nurtures pupils' attitudes to faith and strengthens their spiritual development due to the strong impact of the Christian character of the worship.

Prayer and reflection are integral parts of daily worship which fosters spirituality and stillness to deepen the relationship with God. Pupils value its impact upon their lives which is regularly recorded in reflection books. Spirituality mapping across the curriculum ensures engaging activities are built into the curriculum in addition to acts of worship to deepen pupils understanding of the Christian faith. For example, year 6 pupils and the rector meet regularly to explore deep questions of faith and life, such as the theme, Creation and The Fall taken from the Understanding Christianity resource.

Appropriate use by pupils of spirituality corners, candle prayers and the garden of reflection demonstrates their understanding of the purpose of prayer and reflection in their own lives. Pupils speak confidently about their own faith and personal prayer. One pupil said, 'I believe in God and speak in faith to him.' Response to prayer is enthusiastic with pupils speaking well of how they feel personally when engaging in prayer. One pupil said, 'I feel alive when I pray to God.'

Since the last inspection, systematic monitoring by governors of the impact of worship through pupil voice and questionnaires has been effectively introduced. Pupils are involved with some evaluation through pupils' interviews which provide feedback for further development. However, the school has identified the need to further develop consistency in approach across all stakeholders so that the high quality of worship offered is immediately relevant to the pupils' lives.

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

The experienced headteacher provides an explicit Christian vision which is rooted in her own personal faith. The vision thoughtfully encompasses all that the school stands for based upon the mission statement of 'Compassion and friendship, courage and forgiveness, honesty and thankfulness; together in God's love we grow and succeed'. Governors and school leaders have worked hard to ensure and develop a clear and consistent, shared Christian vision based on explicit distinctive Christian values. This is well supported by all staff, governors, and parents and is recognized by the pupils and in the wider community. The headteacher's leadership style provides a clear strategic direction to support the school's very strong identity as an Anglican church school because Christ's teaching is at the heart of everything within this inspirational school.

Governors are very supportive of the headteacher's leadership. Exemplary and professional relationships throughout the school promote a vision of Christian values within the curriculum. All staff articulate, understand and ensure that the distinctive Christian values and ethos are vital to the school's vision. Issues identified in the previous inspection have been addressed.

The chair and foundation governors act very effectively as critical friends who are particularly supportive of the leadership team and the strategic drive to sustain the distinctive Christian ethos. As a result, improvement plans fully reflect at every level, monitoring and evaluating the school's progress in both policy and practice as a church school, taking account of the school's Anglican foundation. Accurate self-evaluation and reflection by skilled governors and staff impacts well and effectively upon the school's strategic direction for academic achievement. All staff and governors have a very honest and challenging view of any future development needs of this church school. Identified strategic professional development and insightful succession planning has contributed significantly to the success of this school. Governors and staff have identified training opportunities for leadership roles which have impacted positively upon staff and church school development. Clearly, governance makes a distinctive Christian difference to this school.

Statutory requirements for both RE and collective worship are met. The enthusiasm with which both areas are led spreads through to both staff and pupils so that both are successful areas. RE also has a high priority and is strategically well-planned within the School Development Plan. As a result, it means that RE impacts across the whole school curriculum, particularly through the use of the Understanding Christianity resource and its positive links with SMSC. Effective evaluation of RE ensures that books are monitored by both senior leaders and governors.

Purposeful partnerships exist with the diocese, multi-agencies and the wider community. In particular, a local residential home at Sambrook, where intergenerational work results in mutual benefit for all. A very experienced rector and foundation governors contribute fully to school life and nurture the link between the school and church. Parents appreciate the Christian atmosphere where visitors are welcomed and where children feel safe and secure. Pupils' learning is also enhanced through activities for families to be involved in the school, for example, the garden team role modelling a sense of friendship and openness between young and old. Parents are happy with the school as a church school and pupils' personal development. This is enhanced through enrichment events such as the Big Sing and extra-curricular activities such sewing club. This enables all pupils to flourish spiritually, socially and academically.