



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tibberton Church of England VC First School

Address Plough Road, Tibberton, Droitwich, WR9 7NL

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade

Excellent

The impact of collective worship

Excellent

School’s vision

Our Christian vision is our commitment to serving with Grace, giving our very best to every individual within our school community, to enable everyone to flourish. ‘Grace is a gift from God.’ (Ephesians 2:8). Every child is treated as unique and special. Our vision is supported by the Christian Values we teach: Love, Respect, Friendship, Truthfulness, Courage, and Perseverance. ‘Go and do likewise.’ (Luke 10:37).

Key findings

- Deeply committed and exceptionally strong leadership has created a vibrant Christian learning community in which every member flourishes. Dedicated staff and skilled governors share the inclusive, embedded Christian vision which inspires and directs all aspects of school improvement.
- Remarkably strong, nurturing relationships, based on ‘serving with grace’, support all members of the school family. These sustain pupils and adults at times of personal need, supporting their mental health and wellbeing extremely well.
- Spirited collective worship inspires the whole school community to love one another and ‘go and do likewise’ (Luke 10:37). Deep connections to Jesus are made through prayer and biblical teaching. Strong and inspirational links with the church make a significant contribution to the school’s distinctive Christian character.
- High quality religious education provision, based on an enquiry led approach, requires pupils to think deeply and is both challenging and transformational in considering how pupils can aspire to live out the school vision.
- The vision and associated values are the foundation from which all pupils are enabled to achieve their potential, academically and personally. They have a substantial impact on pupils’ highly positive attitudes to each other, to life and to their learning. As a result, pupils achieve exceptionally well from their starting points.

Areas for development

- Strengthen the impact that spirituality has across the school by developing a clearer shared understanding of what is meant by spiritual development.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Tibberton is a welcoming, loving, deeply supportive extended family. All members of the school community work passionately to 'serve with grace' in an unwavering desire to do the very best for each unique individual, led by the teachings of Jesus.

The love and care shown by staff and governors for pupils and their families is palpable. The deeply Christian vision to 'serve with grace' shines through the vibrant and creative working atmosphere. Behaviour is exemplary. During lengthy periods of remote learning and school closures parents remained overwhelmingly supportive of the school offer. The school lives out its vision through the love and care shown in supporting families. This was evident through the remote education offer with 'live' teaching sessions delivering the core planned curriculum, the targeting of pupil wellbeing and collective worship. Every family received a weekly phone call and felt 'watched over with love and a listening ear'. All staff have worked creatively and tenaciously to guide the school community through the journey of the pandemic, a reflection of the absolute commitment to 'serving with grace'. This has unquestionably had a transformational impact on the community, as adults worked hard to lighten the darkness during these challenging times. The impact is reflected in the social, emotional and academic progress of the pupils and how they continue to flourish. The school vision has been carefully developed with strong theological roots. For example, Ephesians 2:8 is used to provide the challenge of 'how to serve with grace'.

Leaders are totally committed to continuous improvement. The carefully constructed curriculum, and the approach to develop each child as a learner, is based on the vision that recognises the uniqueness of every child. The extremely thorough cycle of self-evaluation and monitoring ensures that pupil progress is tracked, and individual needs identified and supported. As a result, all aspects of school development are successfully driven by the shared Christian vision and associated values. These are at the heart of all decisions, ensuring the children continue to receive the best education possible. The executive headteacher is passionate that all policies are written with the highest possible outcomes for the pupils in mind, exemplifying the team's commitment to serving with grace. Governors know the school extremely well. Through regular monitoring visits and meetings with staff and pupils, they have a clear understanding of the school curriculum, through which the Christian vision is threaded seamlessly. As a result, pupils, including the most vulnerable, are making exceptional progress across the curriculum.

All staff provide a highly nurturing learning environment and exemplify excellent educational practice. Over many years of stable staffing, senior leaders and governors have created a unified, harmonious team. Morale is high because staff know that they are supported both personally and professionally. Many comment on how the Christian character of the school has positively impacted on their own personal lives, providing love and support during times of challenge. All staff benefit from well-targeted professional development opportunities, supporting middle and senior leadership and preparing future church school leaders. Several members of the staff team work closely with the Diocese and attend Diocesan training. Tibberton's expertise in church school education is shared both internally in the federation with secondment of key staff and at a Diocesan level. At the request of the Diocese, the executive headteacher has supported other Church schools, providing an active contribution to wider church school improvement. Pupils and adults flourish in all aspects of life due to the excellent mental and wellbeing provision. This work is intentionally planned and monitored as an outworking of the school vision.

Pupils are conscientious and determined in seeking out ways to be courageous advocates. They have an ambitious drive to look beyond their school to support others. The work of the school radio club is innovative and has an aspirational and transformational impact on the community. Pupils have explored themes of community, isolation, aspiration and climate. Their articulation of the challenges they have faced and continue to face in the wider world is exceptional. The children have been spurred to become agents of change during these sessions, particularly in supporting Fernhill House care home. Pupils are evidently passionate about climate change. Within school there are many recycling opportunities and pupils have raised money to purchase kits to reconnect the water butts. Pupils and their families made eco bricks which were sent to Africa to build walls. Messages of love and hope were put outside the school during the toughest times to bring light to the community.

Standards and outcomes in religious education (RE) are excellent. The passionate and knowledgeable RE lead, along with senior leaders and governors, ensures that standards are high through accurate monitoring systems that lead to

improvements. Assessment is used robustly to enhance the quality of teaching and learning. As a result, regardless of their starting points, all pupils make rapid and sustained progress in RE. Both RE and collective worship make very substantial contributions to pupils' spiritual growth. Pupils are eager learners because they are excited and inspired by their learning. They are confident and mature, and through an inspiring enquiry-based curriculum they articulate their thoughts clearly and disagree well. Reflection is integral to learning across the curriculum. Pupils express their ideas through art, drama, discussion, prose and prayer. The outstanding quality of their responses can be seen in vivid displays and RE books. Teachers are adept at questioning. This deepens pupils' thinking because they are frequently challenged to explain or consider why such a belief is expressed. In line with the findings of this inspection, parents strongly believe that their children grow spiritually and personally as a result of the curriculum offer. They recognise the profound impact the school vision has on the children's spiritual wellbeing and comment that it is evident in the relationships they see between siblings at home.

Inclusive collective worship is at the beating heart of school life. Pupils frequently take part, helping to act out stories, answer questions and provide responses following daily reflections. Worship is a joyful and participatory experience for pupils and staff. The Bible and the life and teaching of Jesus are explored imaginatively, so that worship constantly refers to the school's vision and associated values. The vicar and 'Open the Book' team are frequent visitors to the school, supporting collective worship. The community celebrates Christian festivals throughout the year through services held at Tibberton Church. The impact of familiarity with the clergy and the Church building adds to pupils' deep sense of spirituality. Prayer and reflection are key features of daily worship. Pupils write and use their own prayers for public and personal use. They are familiar with traditional prayers and graces, such as the Lord's Prayer, which is often sung. Regular monitoring of worship involves pupils, senior leaders and governors and leads to improvements.

As a result of a shared Christian vision that runs deep through all aspects of school life, both pupils and adults are flourishing. Consequently, the experience of all staff, pupils and their families is truly transformational.

Contextual information about the school

Date of inspection	9 December 2021	URN	116851
Date of previous inspection	8 December 2014		
School status	Voluntary Controlled	NOR	73
Name of MAT/Federation	Federated with Hindlip Church of England First School		
Diocese	Worcester		
Headteacher	Executive Headteacher – Alex Gromski Head of School – Rhiannon Jordan		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	The school has been federated with Hindlip CE VC First School since September 2013. Since the last denominational inspection, a new executive head was appointed in 2019, along with a new head of school. The executive head teacher and one governing body lead both schools.		
Inspector's name	Kerry Geddis	No.	955