

Tibshelf Community School

Address: Doe Hill Lane, Tibshelf, Alfreton, Derbyshire, DE55 5LZ

Unique reference number (URN): 112949

Inspection report: 20 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The school provides a personal development programme that prioritises pupils' wellbeing and prepares pupils, including those with special educational needs and/or disabilities (SEND), very well for their lives in modern Britain. The planned curriculum for personal, social and health education has been crafted to provide pupils with age-appropriate knowledge about healthy relationships. Pupils develop secure and detailed knowledge. They know how to care for themselves, both physically and mentally. They also know how to avoid risks, including when they are online. Pupils learn to appreciate diversity as they are challenged to think about world religions and cultures. Lessons about equality and the fundamental British values empower pupils to speak confidently about topical issues. Pupils benefit further from hearing the experiences of visiting speakers talk about themes, such as racism and extremism.

Supporting positive mental health is a priority for the school. Pupil-mental health ambassadors, working alongside trained staff, provide support for their peers. Because staff know pupils very well, they quickly identify when any pupils are struggling and provide excellent pastoral support that is valued by pupils.

All pupils benefit from the school's comprehensive careers programme. This includes individualised independent careers advice. Pupils receive detailed information from local employers and education providers. There are opportunities for all pupils to visit universities and take part in work experience.

All pupils are supported to take part in the extensive range of extra-curricular activities that the school provides. Leaders make sure that pupils with SEND, disadvantaged pupils and pupils known to social care have the same access to clubs and visits as their peers. As well as these opportunities, pupils take on leadership roles, such as prefects, librarians or sports leaders.

Expected standard ●

Achievement

Expected standard ●

The school prepares pupils well for their next steps. The vast majority of pupils achieve the qualifications they need to progress to their next stage in education, training or employment. Published outcomes for pupils in national examinations are typically in line with national averages. This includes for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders have identified some subjects where further improvements can be made. They have acted quickly to improve the quality of the curriculum, where this is the case.

Whatever their starting points, pupils typically gain knowledge securely. They produce work to a high standard. Pupils develop the necessary literacy and communication skills to explain their ideas and apply what they have learned fluently. As a result of the high-quality

individualised support that is provided, the curriculum helps pupils with SEND, including those in the specially resourced provision, to develop confidence and independence as they learn alongside their peers.

Attendance and behaviour

Expected standard 

Pupils enjoy their time at the school. As a result, the majority attend school regularly. Staff monitor attendance data carefully. They quickly identify when pupils do not attend as well as they should. Pastoral staff work closely with pupils and their families to identify the challenges they face and help them to attend more often.

Leaders have established a very positive culture of behaviour. The school is calm and orderly. Pupils are polite. They treat each other with kindness and respect. In lessons, pupils demonstrate positive attitudes to learning. They engage eagerly and take pride in their achievements. During breaks and lunchtimes, pupils socialise happily. They are tolerant of each other. Incidents of bullying or discrimination are extremely rare. When they do happen, staff resolve issues quickly.

Staff consistently follow the school's systems for managing any incidents of poor behaviour and address them fairly. Pupils are encouraged to reflect on their behaviour and consider how they may avoid any repeats. Leaders keep a close eye on any pupils that struggle to meet the school's high expectations. Staff take time to get to know these pupils and provide support that helps them to improve.

Curriculum and teaching

Expected standard 

The curriculum is ambitious. There is an appropriate range of academic and vocational courses for pupils to choose from in key stage 4. In key stage 3, the curriculum is suitably broad. It prepares pupils well for making curriculum choices for their future studies. It also allows pupils to specialise in subjects that interest them in Year 9. Subject curriculums are well sequenced. They enable pupils to build knowledge securely as they progress. Where pupils have gaps in literacy or numeracy, the curriculum supports them to catch up quickly.

On the whole, the curriculum is taught well. Teachers explain new concepts clearly and provide pupils with opportunities to discuss and apply what they have learned. The majority of the time teachers check pupils' learning carefully. When this happens, they make sure that any misconceptions are addressed quickly. They skilfully adapt learning activities to support pupils, including those with special educational needs and/or disabilities. Occasionally, teachers do not check carefully enough to identify where corrections or adaptations are needed.

Leaders have an accurate view of the quality of the curriculum. They identified some subjects where improvements were needed. Leaders have made changes, supported by professional learning for staff, that have begun to have a positive impact.

Inclusion

Expected standard 

The school quickly and accurately identifies when pupils have special educational needs and/or disabilities (SEND). Staff receive information in the form of 'pupil passports' that guide them to provide the right support for pupils with SEND to access the curriculum. When pupils need extra support, the school works effectively with external agencies to meet pupils' needs. Pastoral staff work closely with the most vulnerable pupils, some of whom attend alternative provision, and their families. This supports pupils' wellbeing and academic progress.

Staff share a collective determination to provide the best possible outcomes for all pupils. The school provides high-quality professional learning for all staff so that they understand the challenges faced by pupils with SEND, as well as those who are disadvantaged or known to social care. Staff know how to adapt learning activities to minimise any barriers to learning. Typically, they do this well. Staff check on individual pupils' progress. However, this is not as rigorous as it could be. This means that, on occasion, some pupils' targets lack precision. Consequently, leaders are not consistently clear about the impact of the strategies they have put in place.

Leadership and governance

Expected standard 

Leaders act as excellent role models for staff and pupils. They consistently put pupils' best interests first in the decisions that they take. Leaders have an accurate understanding of the barriers faced by pupils with special educational needs and/or disabilities, as well as those that are disadvantaged or known to social care. They continually strive to reduce these barriers while strengthening the provision for all pupils.

School leaders and governors recognise the school's strengths and the areas in which it may improve further. Recent work to refine the curriculum, make structural changes to staffing and continue to refine the pupil premium strategy have had a positive impact. Governors fulfil their statutory duties and provide appropriate support and challenge to school leaders. Leaders use data effectively to inform their decision-making. In some areas, leaders need to more rigorously evaluate their work to ensure that strategies are impactful.

Staff are happy and proud to be part of the school. They share leaders' high expectations and aspiration for all. Staff, including those at the early stages of their career, value the professional learning programme that leaders provide, as well as the support they receive to manage their workload and wellbeing.

What it's like to be a pupil at this school

Pupils are happy at Tibshelf Community School. They get along well together and enjoy warm relationships with caring staff. Staff prioritise getting to know pupils well before they begin Year 7 through visits to local primary schools and a transition week during the summer holidays. As pupils progress through the school, staff keep a close eye on their wellbeing and provide excellent pastoral care. By putting pupils first, the school has created a culture

of mutual respect that staff and pupils are proud to be part of. Pupils feel safe and know that staff will keep them safe. No forms of bullying or discrimination are tolerated.

Pupils enjoy learning. Many told inspectors that their teachers were the best thing about the school. The curriculum is ambitious. Staff have high expectations of what all pupils can achieve. In lessons, pupils try hard to live up to these expectations. They take pride in their work. As they progress through the curriculum, pupils learn to apply new knowledge and skills confidently and fluently. Pupils with special educational needs and/or disabilities, including a large number of pupils with education, health and care plans, are very well supported to be successful alongside their peers. The curriculum prepares all pupils well for their next steps in education, employment or training. Pupils are well informed about their future choices and strive to realise their aspirations.

Pupils appreciate the school's extensive enrichment programme. This includes overseas visits that expose pupils to different languages and cultures. Other visits closer to home provide opportunities for pupils to develop their character as they experience outdoor pursuits and water sports. A wide range of lunchtime and after-school clubs allows pupils to develop their talents and interests in sports and performing arts.

Next steps

- Leaders should continue their work to ensure consistent delivery of the curriculum across the school so that pupils achieve the best possible outcomes in all subjects.
 - Leaders should ensure that they routinely and accurately monitor all aspects of their work to assure themselves that the strategies they employ are impactful.
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About this inspection

The interim chair of the board of governors in this school is Jill Smith.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, other school leaders, representatives of the governing body, and a representative of the local authority during the inspection. Inspectors spoke to staff and pupils.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school has a specially resourced provision that caters for 15 pupils with autism.

The school makes use of 5 alternative provisions, all of which are unregistered.

Headteacher: Lucie Wainwright

Lead inspector:

John Spragg, His Majesty's Inspector

Team inspectors:

Ellenor Beighton, Ofsted Inspector

Alison Davies, Ofsted Inspector

Sally Wicken, Ofsted Inspector

Jenny Brown, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context

Total pupils

819

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

750

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

32.60%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

4.88%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

19.54%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	44.4%	45.2%	Close to average
2023/24 (final)	39.2%	45.9%	Close to average
2022/23 (final)	39.0%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	44.1	45.9	Close to average
2023/24 (final)	43.3	45.9	Close to average
2022/23 (final)	44.6	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.14	-0.03	Close to average
2022/23 (final)	-0.11	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	17.4%	25.6%	Close to average
2023/24 (final)	23.1%	25.8%	Close to average
2022/23 (final)	22.2%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	32.2	34.9	Close to average
2023/24 (final)	31.0	34.6	Close to average
2022/23 (final)	39.4	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.80	-0.57	Close to average
2022/23 (final)	0.03	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	17.4%	52.8%	-35.4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	23.1%	53.1%	-30.1 pp
2022/23 (final)	22.2%	52.4%	-30.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	32.2	50.3	-18.1
2023/24 (final)	31.0	50.0	-19.0
2022/23 (final)	39.4	50.3	-10.9

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.80	0.16	-0.96
2022/23 (final)	0.03	0.17	-0.14

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	91%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.7%	8.1%	Close to average
2023/24 (3 term)	9.2%	8.9%	Close to average
2022/23 (3 term)	8.3%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	20.4%	21.9%	Close to average
2023/24 (3 term)	24.4%	25.6%	Close to average
2022/23 (3 term)	23.1%	26.5%	Close to average

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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