

Tinsley Junior School

Bawtry Road, Sheffield, South Yorkshire, S9 1WB

Inspection dates

26–27 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress through the school. As a result, they attain broadly average standards in English and mathematics by the end of Year 6. This represents good achievement from their starting points which are below those typically expected, particularly in English language development.
- Teaching is usually good and some is outstanding. Teachers manage classrooms well so that lessons run smoothly and little time is lost. They have high expectations of the behaviour that pupils can achieve.
- Pupils behave well and are considerate towards others. They have a good understanding of how to keep themselves and others safe. Pupils say they feel safe in school at all times.
- The curriculum provides well-organised and effective opportunities for learning.
- The leadership of the headteacher has been central to the good improvement made since the previous inspection. Leaders and governors have worked successfully to improve the quality of teaching and raise pupils' attainment.
- There are rigorous procedures for checking how well the school is doing. They provide a clear picture of its strengths and what could be improved further.
- The school is committed to the well-being of all pupils and provides exceptional care for those whose circumstances might put them at risk.
- The governing body is ambitious for the school and fully involved in helping it to move forward.
- The school's leadership has shown it is capable of continuing to make improvements.

It is not yet an outstanding school because:

- Not all teachers are skilled at checking pupils' understanding throughout lessons in order to modify tasks, as necessary, to improve learning.
- There are not enough opportunities for pupils to work things out for themselves and to think about what they have learned.
- Pupils lack accuracy in constructing sentences that contain the correct grammar, punctuation and spelling in their writing.
- Pupils do not have a thorough understanding of some key mathematical vocabulary and are not adept at solving problems involving numbers in real-life situations.

Information about this inspection

- The inspectors observed 21 lessons or parts of lessons taught by ten teachers. Five of these were joint observations with the headteacher and deputy headteacher.
- Discussions were held with the Chair of the Governing Body, other governors, staff, pupils and parents.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- There were insufficient responses to the on-line questionnaire (Parent View) for the inspectors to take into account in carrying out the inspection. Account was taken of the responses to a recent school questionnaire sent to parents to gain their views about its performance.

Inspection team

Melvyn Hemmings, Lead inspector	Additional Inspector
Lyn Field	Additional Inspector
Geoffrey Lawrence	Additional Inspector

Full report

Information about this school

- Tinsley is larger than the average-sized junior school.
- Almost all pupils are from a range of different minority ethnic heritages and speak English as an additional language.
- There is an increasing number of pupils from Eastern Europe, many of whom join during the course of the key stage, often new to the country and to formal schooling.
- A well above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, those whose parents are in the armed forces, and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- It has gained a number of national awards, including the Activemark.

What does the school need to do to improve further

- Raise pupils' attainment in English and mathematics to above the national average by:
 - improving pupils' ability to use punctuation, spelling and grammar accurately in their writing
 - deepening pupils' understanding of key mathematical vocabulary and improving their ability to solve mathematical problems in real-life situations.
- Improve the quality of teaching further by:
 - ensuring all teachers are skilled at checking pupils' understanding throughout lessons in order to modify tasks as necessary to improve learning
 - providing more opportunities for pupils to work things out for themselves and to think about what they have learned.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skills that are below those typically expected for their age particularly in their English language development. They make good progress and by the end of Year 6 attain broadly average standards in English and mathematics. This represents good achievement.
- Attainment in reading is broadly average by the time pupils leave school. This is a result of the strong emphasis placed on developing their ability to use their knowledge of letters and sounds to read unfamiliar words. Pupils enjoy reading and talk enthusiastically about their favourite books and authors.
- Pupils are keen to learn and show enthusiasm in their activities. They are attentive and concentrate well in lessons. Pupils enjoy sharing ideas and working with others to complete tasks.
- Pupils enjoy writing, as was evident when pupils in Year 6 were writing about the life of a child evacuee in the Second World War. They can write in a variety of styles to express their ideas, including poetry and persuasive writing. However, their writing lacks accuracy in using correct grammar, punctuation and spelling.
- Pupils have secure mathematical calculation skills including quick mental recall of number. They do not have a thorough understanding of some key mathematical vocabulary which slows their progress at times when working independently. Pupils are not adept at applying their calculation skills to solve problems in real-life contexts.
- Disabled pupils and those who have special educational needs make good progress because well-targeted extra support is provided to meet their individual needs. The progress of pupils who join during the year and of pupils at an early stage of learning to speak English is good because the work given to them helps them to learn quickly.
- Pupils eligible for the pupil premium make good progress because their additional funding has been used well to provide individual and small group support to meet their needs. Though the attainment of pupils known to be eligible for free school meals, is below that of other pupils in school in English and mathematics, the gap is narrowing quickly.

The quality of teaching is good

- Teachers have good subject knowledge and use questioning effectively to find out what pupils know and to extend their understanding of the ideas being taught. Classrooms are managed well so that little time is lost and pupils learn quickly. Marking and discussion are used effectively to guide pupils to how they might improve.
- Teaching assistants are deployed well to help all pupils improve, especially disabled pupils, those who have special educational needs and pupils eligible for the pupil premium. They also provide valuable support for pupils who join during the year and those at an early stage of learning to speak English.
- Teachers plan their lessons well to make sure pupils are given work that brings the best out of them. They make clear to pupils at the start of lessons what they are going to learn and what they need to do to achieve success. Teachers show respect for pupils and other adults, and this contributes well to the friendly atmosphere evident in all lessons observed.
- Pupils are not given enough opportunity to work things out for themselves and to think about what they have learned. Not all teachers are skilled at assessing pupils' understanding throughout lessons in order for them to adapt tasks as necessary to improve learning.
- An example of outstanding teaching was observed in a literacy lesson for pupils in Year 6 in which they were creating a pamphlet to persuade people to visit a mining museum. The activity was highly motivating, captured and maintained their interest and very effectively met their individual needs. Other outstanding teaching had similar characteristics and moved pupils

learning on rapidly.

- Teaching successfully promotes pupils' spiritual, moral, social and cultural development. Teachers encourage pupils to think about the beauty of the world around them and have high expectations of their behaviour. They provide many opportunities for pupils to work collaboratively and to learn about the many different cultures that are represented in school.

The behaviour and safety of pupils are good

- Parents, pupils and staff say that behaviour has improved over the last two years and this is shown in the school's behaviour logs. Pupils have a good understanding about the different types of bullying, including physical and internet bullying, and say that it rarely occurs. They are confident that staff would deal with it quickly if it did.
- Most pupils behave well, being polite and considerate to others, and this makes a strong contribution to the progress they make. However, there are a few pupils with behavioural difficulties who find it hard to act responsibly at times. These pupils usually respond positively to the school's consistently applied behaviour management procedures and their behaviour shows marked improvement over time.
- Pupils say they feel safe and secure in school at all times. They have a clear understanding about how to keep themselves and others safe. They know about the dangers relating to the use of the internet, railways, water and roads and what they should do if they are approached by a stranger.
- The significant improvement in attendance over the last two years reflects pupils' enjoyment in coming to school. It is now broadly average and most pupils arrive on time.
- Pupils are eager to get on with their learning. They are appreciative of the efforts of other pupils and support each other well in lessons.
- There are a variety of opportunities for pupils to take on responsibility, such as being a prefect, school councillor or working in the school office. Pupils enjoy these responsibilities and carry them out diligently. In so doing they add to the life of the school and give pupils a voice in how it develops.

The leadership and management are good

- The headteacher has high expectations of staff and pupils and leads by example. She is ably supported by the deputy headteacher and other leaders who work effectively with governors to take the school forward.
- The management of how staff perform has been effectively developed since the previous inspection and has improved the quality of teaching and learning. The training of teachers and other adults meets the needs of the school and individual staff. The link between the performance of teachers and their salary progression is strong.
- There are rigorous systems for assessing the quality of teaching with lesson observations being carried out regularly by senior leaders. Outstanding practice has been identified and shared with other staff in order to further develop their expertise.
- The school has an accurate view of its performance. Senior leaders and the governing body prioritise the correct areas for development and plan carefully to set specific targets for improvement. Progress towards these targets is checked regularly to see if they are being met successfully.
- The promotion of equality and tackling of discrimination is good. Leaders carefully check the progress of different groups to identify if any of them require extra support. This is exemplified in the way funding for pupils eligible for the pupil premium is being used effectively to raise their attainment in English and mathematics.
- The care and welfare of pupils is at the heart of the school's work. Leaders ensure that all pupils

are safe and well-looked after. They work successfully with a variety of agencies to provide exceptional support for those pupils whose circumstances might put them at risk.

- The local authority provided strong support after the previous inspection to help the school improve. It has confidence in leaders to continue making improvement and now provides light touch support.
- The curriculum provides effective opportunities for learning and promotes pupils' spiritual, moral, social and cultural development well. It is enriched by well-attended extra-curricular activities and educational visits, such as to the National Mining Museum in Wakefield.
- **The governance of the school**

– Governance is good. The governing body manages the budget effectively and holds the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement. Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. They understand the data relating to the school's performance and know how the management of performance is used to improve staff expertise and reward good teaching. Governors have an accurate view of the quality of teaching and how leaders tackle any underperformance. The governing body ensure that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107032
Local authority	Sheffield
Inspection number	405075

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Sue Hunter
Headteacher	Rebecca Webb
Date of previous school inspection	12 May 2011
Telephone number	0114 2440915
Fax number	0114 2436281
Email address	headteacher@tinsley-jun.sheffield.sch.uk.

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