

# Tinsley Nursery Infant School

Siemens Close, Sheffield, South Yorkshire, S9 1UN

## Inspection dates

25–26 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- All pupils make good progress from usually very low starting points in reading, writing and mathematics.
- The achievement of those pupils who have been in the school from the Nursery class is at or above the national average by the end of Year 2.
- The quality of teaching has improved and is now consistently good, with some that is outstanding.
- Arrangements are exceptionally good for pupils who arrive at the school other than at the usual times with no English and little or no previous experience of education. The school supports them to make rapid progress.
- The very good provision for disabled pupils and those with special educational needs helps them to make good progress and catch up with other pupils.
- Strong relationships between pupils and adults support pupils' spiritual, moral, social and cultural development very well.
- Pupils behave well in lessons and around the school. They are keen to learn and make good contributions in lessons. They say they love school and feel safe and happy there.
- The school's decisive actions to reduce absence are having positive results and attendance levels are improving.
- The new senior and middle leadership team is driving forward improvements under the clear vision and guidance of the executive headteacher and head of school. Consequently, the school is well placed to continue to improve.

### It is not yet an outstanding school because

- Too few of the most able pupils reach higher standards in mathematics.
- Pupils do not have sufficient access to modern technology.
- Children do not develop their creative skills sufficiently well in the Early Years Foundation Stage.

## Information about this inspection

- Inspectors visited 14 lessons taught by 10 teachers. Two were paired observations with the executive headteacher and head of school.
- Additionally, inspectors observed teaching assistants working with groups of pupils in lessons or small groups and attended early morning reading sessions.
- Inspectors talked to pupils about their work and had informal discussions with them at breaks and lunchtimes. They listened to individual pupils read. A meeting was held with members of the school council.
- Meetings were held with the Chair and another member of the governing body, with a local authority officer and with members of the senior and middle leadership teams from both the infant and junior schools. Discussions were held with parents as they brought their children to school.
- A wide range of documents were studied, including those relating to the school’s self-evaluation and development planning, pupils’ progress data, monitoring of teaching and learning, as well as records relating to behaviour, safeguarding and attendance.
- Inspectors took account of the 20 staff questionnaires returned.

## Inspection team

Hilary Ward, Lead inspector	Additional Inspector
Aileen King	Additional Inspector
Edward Price	Additional Inspector

## Full report

### Information about this school

- Tinsley is larger than the average-sized nursery infant school.
- The proportion of pupils known to be eligible for the pupil premium funding is well above the national average. The pupil premium is additional funding provided for pupils who are known to be eligible for free school meals, those in local authority care and children of service families.
- Almost all pupils are from minority ethnic groups, the biggest group being of Pakistani heritage. In recent years, the proportion of pupils from Eastern European countries, including children from Roma families, has increased significantly. These pupils arrive at other than the usual times and sometimes move on to other placements after a short time in the school.
- The vast majority of pupils speak little or no English when they start at the school.
- The proportion of pupils with disabilities and special educational needs supported at school action is broadly average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is also broadly average. However, a significant proportion of the pupils who arrive late at the school have undisclosed or undiagnosed special educational needs and a number of these are currently being assessed.
- There have been changes to the leadership team since the previous inspection and the headteacher of Tinsley Junior School became executive headteacher in September 2013.
- The governing bodies of both schools are currently in negotiation with the local authority to combine the two schools on a new-build site. A final decision is expected in the next few weeks.

### What does the school need to do to improve further?

- Improve rates of progress of the most able pupils so that more of them reach the higher levels of attainment, especially in mathematics, by:
  - ensuring that all staff share consistently high expectations for what these pupils can achieve
  - providing these pupils with challenging work in all lessons
  - ensuring they move on quickly to new learning
  - making sure they have a good understanding of the language of mathematics in order to solve problems.
- Ensure better access to modern technology to support pupils' learning in all subjects and to enable them to carry out more research and investigation.
- Develop the use of a wider range of creative materials in the Early Years Foundation Stage to support the development of children's expressive and creative skills more effectively.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good and they make good progress during their time in the school. They enter with skills and knowledge at best below and, for a large majority, well below those typical for their age. This is true for children entering the Early Years Foundation Stage and for those who join the school at later times. Almost all children speak and understand little or no English when they join the school and the support of bilingual staff ensures they make a good start.
- Well-structured routines, supportive relationships as well as exciting and interesting activities all help children to settle quickly into the Early Years Foundation Stage. They begin to make good progress from their low starting points, particularly in their communication skills and their personal and social skills. Nevertheless, when they enter Key Stage 1, their skills are still below those expected for their age, particularly in their understanding of the world and expressive arts and design.
- Senior leaders have taken action to improve reading. As a result, pupils are now making more rapid progress with their reading skills. This is because of the range of support programmes which have increased their enjoyment of reading, their knowledge of phonics (letters and the sounds they make) and their understanding of the books they are reading.
- Similarly, writing is improving rapidly because pupils are provided with clear structures to build sentences and use grammar, punctuation and spellings correctly. Pupils write regularly across a range of subjects with questions and sentence-starters to help them put their ideas on paper. The most able pupils are encouraged to write more freely; for example, a pupil in Year 1 wrote an original sentence about worms without help, and this was praised and encouraged appropriately.
- Pupils' progress in using and applying mathematical skills is good overall although too few of the most able pupils are reaching higher levels of attainment, sometimes due to their difficulty in understanding and using mathematical language correctly.
- Children make good use of information and communication technology in the Early Years Foundation Stage. They enjoy using the interactive whiteboard and playing counting games or learning new words on the classroom computers. However, this is not built on well enough in Key Stage 1 because the school has insufficient modern technology. This restricts the development of pupils' computer skills and their ability to find things out.
- The progress of pupils eligible for additional funding through the pupil premium is checked regularly. These pupils are provided with additional support where necessary so that those who are eligible for free school meals achieve at least as well as, and often better than, other pupils, especially in reading. Additionally, the funding enables these pupils to have equal access to trips and holiday clubs.
- Pupils with disabilities and special educational needs make as good progress as other pupils from their different starting points due to good levels of support in the classroom and programmes to help them catch up.
- The significant minority of pupils who arrive at later times with little or no English and no previous experience of education begin to do well. This is because of the outstanding specialist provision that surrounds them with signs, symbols and good verbal language to help them develop their communication and skills for learning quickly. The late start they make to their education means they are not able to reach the standards expected nationally and they do not achieve as well as those who begin school at the Early Years Foundation Stage. Some of the pupils have additional barriers to learning with late diagnosis of disabilities such as severe hearing loss and autism spectrum conditions. Staff in the school have developed skills to manage a wide range of these conditions.
- Equal opportunities are at the heart of all that the school does and every effort is made to give each pupil the chance to succeed as well as they are able.

**The quality of teaching is good**

- The quality of teaching is good and has improved since the previous inspection.
- Senior leaders have provided a programme of professional development to improve teaching where they have identified weaknesses, particularly in the teaching of reading and writing. As a result, pupils' standards of attainment are beginning to rise in these subjects.
- Staff have raised their expectations for what pupils can achieve. However, occasionally, the most able pupils are still not challenged to move on quickly enough with new learning and spend too long, for instance, practising sums they can already do.
- Teaching in mathematics has improved overall so that pupils are now using problem-solving skills more effectively. This has not yet resulted in enough of the most able reaching higher standards.
- The curriculum ensures pupils' literacy and numeracy skills are developed well through all subjects. For example, pupils in Year 1 were writing sentences for their topic on mini-beasts before going on a trip to enjoy pond dipping and hunting for worms and insects at a bird sanctuary. The trip will generate experiments, more writing and counting of the mini-beasts, effectively linking science, writing and mathematics, as well as having a fun day out.
- The Nursery and Reception areas are bright and colourful with children's work covering the walls. Teachers provide children with a wide range of learning areas such as doctors' surgeries, home corners, sand and water play and other activities to help them explore for themselves. The range of materials to promote children's creative development is not as evident or as extensive as for some other areas of their learning. Children are provided with new experiences, such as in the Nursery; where staff had set up an incubator and children enjoyed watching chicks hatch out, and then made chick-shaped biscuits. In the Reception classes, children are encouraged to join in songs that help their understanding of number sequences.
- Teachers and teaching assistants have thoughtful conversations both in taught sessions and when children are playing indoors and outdoors to help them develop their language and early literacy and numeracy skills. Children's progress is continually checked to identify those who may need additional help at an early stage.
- Teaching assistants in Key Stage 1 also make a very good contribution to pupils' learning and to their personal development by working with different ability groups at activities that are well matched to their learning needs.
- Pupils are provided with good feedback about their work, either verbally or through marking. Pupils respond well to the comments made and are given time to correct mistakes or try next steps.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils behave well in lessons and around the school and are keen to learn. As a result, they concentrate well in lessons and try hard to answer questions, helping each other out if they are not sure.
- The strong relationships that pupils develop with staff are mutually respectful. There is particularly good support for those with disabilities and special educational needs, children with English as an additional language and those new to the school, noticeably from the skilled bilingual staff.
- Staff promote pupils' spiritual, moral, social and cultural development well by building positive self-images and giving children experiences of living things such as the chicks and mini-beasts. This helps to give them a wonder of nature in their very urban setting. The respectful, secure relationships and good behaviour towards others impact positively on pupils' social and moral development.
- Even the youngest children learn to take responsibility. They like to help to get out toys and equipment and to clean up when they have finished activities. Every class from Reception upwards has a school council representative and older pupils carry out tasks such as being

librarians or helping in the school office.

- Pupils enjoy working for rewards such as stickers, certificates and, in Year 2, golden tickets which contribute to trips out. They know that good work can result in a lunchtime on the golden table with the headteacher or the head of school, and are eager to gain this privilege.
- The school's work to keep pupils safe and secure is good. Pupils say they enjoy coming to school and feel safe and happy there, and parents agree with this view.
- Pupils say bullying is rare and they are confident staff will sort out any problems. They understand name calling is wrong and older pupils can talk quite knowledgeably about how to be safe on the internet, knowing they must not give out personal information. They learn how to be safe in the community; they are provided with road safety training and learn about the potential dangers of lorries from a local haulage firm.
- The large majority of pupils have very high attendance levels but there are a small number of families who are new to the country and to the school who experience significant barriers to getting their children into school regularly. In these circumstances, the school's leaders offer whatever practical support they can, including collecting children from home and providing a breakfast and free school meal even if the family does not qualify for this. Some pupils are placed on the register but never attend. These circumstances can affect the school's overall attendance figures but most pupils are very rarely late and are eager to achieve the best class and individual attendance awards.

## The leadership and management are good

- Since her appointment, the executive headteacher has successfully led the school through significant changes, ably assisted by the head of school and with impressive teamwork from middle leaders and other staff to ensure that this is an improving school.
- The leadership of teaching and learning is now strong. Effective performance management and training for staff are closely linked to areas identified for school improvement and are having positive results.
- Middle leaders are developing their new roles well in partnership with junior school staff and with other schools. They check the progress of individuals and groups of pupils in their subject areas with class teachers on a regular basis. They quickly identify pupils who require support for their learning and monitor the impact of the additional specialist programmes to ensure they are effective. The school is very effectively closing gaps in pupils' knowledge and giving all pupils equal opportunities to enjoy success. All middle leaders have clear action plans for their subjects; they ensure the curriculum is exciting and providing pupils with new experiences.
- The school makes strenuous efforts to involve parents in their children's learning by offering regular consultation sessions, inviting them to observe lessons and providing workshops on new topics such as phonics and the calculation policy.
- The local authority holds the school and the work of its leadership team in very high esteem. It is confident that this is an improving school.
- **The governance of the school:**
  - Governors know the work of the school at first hand extremely well so that they are able to question and challenge highly effectively. They successfully support managers to make changes to improve the quality of teaching and learning. Governors monitor the impact of the pupil premium funding closely and are pleased that this large group of pupils are achieving well. They ensure that the primary school sport funding is enabling pupils to try new sports and is developing staff skills in physical education and sports teaching. Members check on the performance management of staff and ensure pay progression is linked to Teachers' Standards and pupils' results. Safeguarding duties are carried out diligently.
  - The governing body is currently working with senior leaders and the local authority on well-advanced proposals to bring together the nursery infant and junior schools under one governing body and one leadership team with a planned expansion and new build. This has yet to be finally agreed at local-authority level.

## 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

<b>Unique reference number</b>	107018
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	430926

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	R Baynes
<b>Executive headteacher</b>	Rebecca Webb
<b>Date of previous school inspection</b>	13 March 2012
<b>Telephone number</b>	0114 244 1842
<b>Fax number</b>	0114 261 7342
<b>Email address</b>	enquiries@tinsley-inf.sheffield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

