

# Tinsley Junior School

## Inspection report

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<b>Unique Reference Number</b>	107032
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356075
<b>Inspection dates</b>	12–13 May 2011
<b>Reporting inspector</b>	Joan McKenna

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Amanda Scott-Jones
<b>Headteacher</b>	Mrs Rebecca Webb
<b>Date of previous school inspection</b>	8 January 2008
<b>School address</b>	Bawtry Road Sheffield South Yorkshire S9 1WB
<b>Telephone number</b>	0114 2440915
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<b>Email address</b>	headteacher@tinsley-jun.sheffield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Eleven parts of lessons were observed, taught by nine staff, and observations of other activities took place. Meetings were held with the headteacher, other leaders and staff, pupils, two governors, a representative of the local authority and the School Improvement Partner. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data and records of monitoring. Responses to questionnaires returned by pupils and the 70 returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether all groups of pupils, including the more able, are achieving well enough, including in mathematics.
- Whether the provision made by the school is meeting the needs of all groups of pupils equally well, including for pupils from all ethnic heritages and those who join the school during the course of the key stage.
- Whether the school is doing all that it can to improve attendance.
- Whether all aspects of the school are securely satisfactory and improving and whether any aspects are good.

## Information about the school

Tinsley is an average-sized junior school. Almost all pupils are from a range of different minority-ethnic heritages and speak English as an additional language. The largest group is of Pakistani heritage. There is an increasing number of pupils from Eastern Europe, many of whom join the school during the course of the key stage, often new to the country and to formal schooling. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils with special educational needs and/or disabilities is well above average. There has been some turnover of leaders and teachers since the last inspection. The current headteacher is a local authority lead headteacher who joined the school in September 2010 for a period of two years. Several teachers are new, or relatively new, to the profession. The school holds the Active Mark and the Leading Parent Partnership awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It is improving, however, and has good features. The new headteacher, working closely with the deputy headteacher, provides very clear direction, and together they make a strong team. Their thorough monitoring and evaluation means that they have an accurate view of the school's strengths and areas requiring further development. New management systems, introduced since September 2010, are making a positive impression and improvements are evident across most areas of school life. Leadership at other levels is less well developed, although staff are working hard to make a difference. Developments within the school and their impact are showing that there is satisfactory capacity to sustain improvement.

Pastoral aspects of the school are strengths. A great deal of effort is put into meeting the diverse needs of pupils, to very good effect. Staff work successfully to ensure that pupils are well supported, liaising closely with a wide range of external partners to meet pupils' educational, language and social needs. Links with parents and carers are effective and are valued by them. Additional support is being provided for newly arrived pupils from Eastern Europe. As a result of the good quality care and support, pupils feel safe, have positive relationships with adults, behave well and gain in confidence. Their spiritual, moral, social and cultural development is good. Attendance is low overall. There are some improvements, but new arrivals who are not used to attending school have much higher absence rates than other pupils.

Teaching is satisfactory overall. Although some is good and inadequate teaching has been eradicated, the quality of teaching is not consistent. The curriculum is satisfactory. Positive efforts are made to make it interesting and a new approach is being adopted to promote basic skills more effectively, as currently this is inconsistent. Pupils enter school with low levels of attainment and standards are low across the school overall, in both English and mathematics, especially the latter. The attainment of many of the pupils joining the school during the course of the key stage from Eastern Europe is particularly low. It is closer to the national average, albeit still below, for other groups. Nevertheless, all groups of pupils make satisfactory progress overall from their starting points. Systems for tracking pupils' progress are very thorough and indicate that progress is improving. The use of targets to help pupils understand the next steps in their learning is at an early stage of development.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupil's levels of attainment in English and mathematics by:

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- - providing more opportunities in mathematics for pupils to engage in practical tasks, develop their subject-specific language and skills of problem solving
- - ensuring better quality and consistency of teaching so that pupils learn equally effectively in all lessons
- - implementing the curriculum in a way that develops pupils' basic skills, taking into account the needs of pupils at all levels of English language acquisition
- - improving the use of targets with pupils so that they are clear about next steps in their learning
- - taking additional, specific steps to meet the needs of newly arrived pupils from Eastern Europe so that they attain higher standards.
- Improve attendance, especially for those pupils newly arrived from Eastern Europe, by:
  - - working with parents and carers further to ensure that they understand the importance of attendance and to ensure that they send their children to school regularly
  - - monitoring, very regularly, the impact of actions taken and refining strategies in the light of the outcomes.
- Improve leadership and management, especially for those new to their responsibilities and at middle level, by:
  - - ensuring all leaders develop the full range of skills necessary to be effective in their roles
  - - ensuring that they become more accountable for the effectiveness of their areas of responsibility through monitoring and evaluation of outcomes.

**Outcomes for individuals and groups of pupils****3**

Pupils are keen to learn and generally try hard to do as they are asked by their teachers. They work equally conscientiously whatever the nature of the task and its level of difficulty or interest. When given the chance to work with others, such as when they are discussing with their 'talk partners', they cooperate well. In whole-class discussion, most listen attentively and many are eager to answer questions. On occasions, some pupils, mainly boys, become over-enthusiastic and do not demonstrate self-discipline, calling out and making comments rather than thinking carefully about their contributions. Also, on occasions, attention wanes when pupils are not allowed to begin independent work quickly enough. Nevertheless, overall, pupils' learning is satisfactory and in some lessons it is good.

Rates of progress have been variable over the last few years and generally better in English than mathematics because of the attention given to meeting the needs of those who speak it as an additional language. There has been a recovery from a dip in 2009 and all groups of pupils, including those with special educational needs and/or disabilities and from different minority-ethnic heritages, are now making satisfactory progress. They progress faster in Year 6 overall as they mature, become more adept at speaking English and because of the extra support they are given.

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Pupils feel safe because there are adults and other pupils who act as peer mentors, who they feel able to approach with any worries. They enjoy coming to school and make a good contribution to their school and local communities. For example, they act as prefects and school councillors and undertake charity fund-raising and tree planting locally. Pupils respond well to the opportunities provided for them to promote healthy lifestyles, running a tuck shop selling nutritious snacks and enthusiastically participating in sport and activities such as the 'combat academy'. Pupils reflect carefully on wider issues in assemblies and in special 'philosophy' sessions. Behaviour in lessons and around the school is good overall, although a minority of boys are sometimes immature. Pupils, generally, have good relationships with each other and value each other's cultures. There is some occasional name-calling or unkindness, but this is dealt with well by the school and pupils appreciate this. Attendance, although low overall, is rising for many pupils and for some groups it is close to average. Most pupils are appropriately prepared for the next stage of their education because of the range of social and learning skills they acquire and their increasing rates of progress, although levels of attendance and attainment limit this for some pupils.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers have supportive relationships with pupils in lessons, which help pupils feel motivated to learn. Teachers take the range of pupils' needs and abilities into account

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when planning lessons and modify tasks accordingly. Clear instructions are usually given so that pupils understand what they have to do. Some successful efforts are made to make lessons interesting, including the use of computerised technology. Strategies such as paired discussion are employed often to enable pupils to become more actively involved in their learning and to develop their language. In the best lessons, tasks are appropriately pitched, with the right levels of challenge and support for all so that different groups of pupils, including the most and least able, learn well. In some lessons, the level of challenge is not pitched appropriately, with work that is too easy or too difficult for some. In addition, the balance of time is occasionally misjudged and pupils have to wait too long before they can undertake independent work. Assessment information is starting to be used more fully to refine teaching. However, feedback through marking is mixed in quality and, although teachers are thinking more about targets when planning, the targets are not yet used enough with pupils directly to ensure that they understand the next steps they need to take to improve their learning.

The fact that pupils either go on a visit or have a visitor in each half term to help provide first-hand experiences for pupils to base their learning on and to make it more relevant and interesting is a positive feature of the curriculum. There is also a good range of extra-curricular and other enrichment activities to broaden academic and personal opportunities and experiences for pupils. The promotion of pupils' literacy and numeracy skills across the curriculum is satisfactory, with, for example, topic work acting as the stimulus for some writing activities. However, the practice is not yet consistent and strategies to support pupils at the early stages of speaking English as an additional language are not always fully planned for. The school is adopting a new curriculum to address the matter and has planned other work on meeting the language needs of pupils in mathematics.

Staff know pupils well, are caring towards them and are keen to help remove barriers to their learning. They work well with a wide range of external agencies to help meet the additional needs that some pupils have and support for those with special educational needs and/or disabilities and those who speak English as an additional language is well-focussed. Arrangements for pupils' transition into and out of the school are good, including for those who join part way through the key stage. Specific attention is paid to promoting parents' and carers' involvement so that they can support their children's learning, such as, for example, arranging workshops to explain how mathematics is taught. A good range of strategies to improve attendance is implemented. There is a recognition that more needs to be done and recent action includes the introduction of a new group, set up for parents and carers from Eastern Europe. A very well-attended breakfast club, sponsored by a local bakery and so free to pupils, extends care beyond the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The new headteacher has revised and refined management systems and processes and these are comprehensive and secure, albeit in some cases recently introduced. In particular, there is a very thorough system for tracking and analysing pupils' progress, which is used to identify what actions need to be prioritised to bring about improvement, complemented by wide-ranging monitoring and evaluation activities. The headteacher is supported well by the deputy headteacher. Leadership at other levels is less well developed as many leaders are new to their roles, the school or the profession. All are undertaking some leadership responsibility, but not the full range. Though it is in a state of transition and currently without a chairperson, the effectiveness of the governing body is satisfactory. The governing body has become more aware of what information it needs to be able to ask appropriate questions of the school and is developing its capacity to do so.

Pupils' safety is taken seriously and the school's arrangements for promoting safeguarding meet current requirements. Steps have been taken recently to strengthen security and to ensure that all elements of safeguarding embrace recommendations for good practice. The school's promotion of community cohesion and promotion of equal opportunities are good. There is an inclusive climate, no tolerance of discrimination and active steps are taken to remove barriers to learning for different groups and to reduce gaps in outcomes. Good partnerships with external organisations and with parents and carers help the school to meet pupils' needs.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## **Views of parents and carers**

The overwhelming majority of parents and carers who returned questionnaires giving their views of the school were extremely positive. All said that their children enjoy school and that they are kept safe. Only two out of 60 responses expressed disagreement on any issue. Inspection evidence indicates that all aspects of the school's provision are at least satisfactory and some are good. This is resulting in satisfactory academic progress and most aspects of personal development being good overall, but attainment and attendance are not yet in line with national figures.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tinsley Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 70 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	64	25	36	0	0	0	0
The school keeps my child safe	45	64	25	36	0	0	0	0
My school informs me about my child's progress	42	60	27	39	1	1	0	0
My child is making enough progress at this school	43	61	24	34	2	3	0	0
The teaching is good at this school	41	59	26	37	1	1	0	0
The school helps me to support my child's learning	36	51	31	44	2	3	0	0
The school helps my child to have a healthy lifestyle	31	44	35	50	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	51	32	46	1	1	0	0
The school meets my child's particular needs	36	51	28	40	2	3	0	0
The school deals effectively with unacceptable behaviour	41	59	25	36	2	3	0	0
The school takes account of my suggestions and concerns	34	49	30	43	2	3	0	0
The school is led and managed effectively	37	53	28	40	1	1	0	0
Overall, I am happy with my child's experience at this school	45	64	23	33	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 May 2011

Dear Pupils

**Inspection of Tinsley Junior School, Sheffield, S9 1WB**

Thank you for being so friendly when my colleagues and I inspected your school and for showing us your work. We enjoyed meeting you and talking with you.

We judge your school to be satisfactory and it has some good features. Adults care about you and look after you well. You feel safe in school and able to talk with adults and your peer mentors if you have any worries. You behave well, although a few of you call out in class rather than thinking carefully about your answers. You get on with each other and value the fact that there are so many different cultures within your school. You make a good contribution to your school and the community, for example, acting as prefects and charity fund-raising. The school makes good efforts to provide interesting activities for you, including visits out of school. This helps you make your learning more relevant. You work hard in lessons. You are making satisfactory progress because teaching is satisfactory. Many of you attend regularly, but, overall, attendance is low, as not everyone comes to school often enough.

Your headteacher and other staff want to improve the school for you. There are some things we have asked them to concentrate on to help them do this. We would like them to take action to help you reach higher standards by making sure that all lessons are as good as the best ones, by using targets to help to know what you have to do to improve your work, by taking specific action to improve the way mathematics is taught, and by making sure the new curriculum promotes literacy and numeracy well. We have asked them to work closely with your parents and carers to help make sure that everyone attends regularly. We have asked that all leaders check how well their areas are doing so they can take the very best steps to improve them further. We have also asked them to take special steps to help those of you who have joined the school recently to be able to achieve well.

You can help by continuing to work hard and attending regularly. We send you and your teachers very best wishes for the future.

Yours sincerely

Joan McKenna

Lead inspector (on behalf of the inspection team)

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