

Inspection of Tinsley Meadows Primary School

Norborough Road, Tinsley, Sheffield, South Yorkshire S9 1SG

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils in this school thrive because of the ethos and environment that they are part of. Leaders and staff have high expectations for what pupils can achieve and the type of people that they want pupils to become. Leaders look for every opportunity to ensure that pupils' life chances are developed and enhanced. Adults have a 'no excuses culture' when it comes to giving the pupils the best education they can.

Pupils have positive attitudes to learning. In lessons, they begin their work quickly and enthusiastically. They benefit from the strong routines and high expectations put in place by staff. Pupils move around school calmly. Relationships between pupils and staff are underpinned by high levels of respect. Many pupils benefit from activities, like breakfast club, where they can be supported to develop their social skills and to understand healthy and unhealthy food choices. Pupils support each other in managing their behaviour. Pupils who are peer mediators are used successfully across school when there are friendship issues between pupils. Bullying rarely happens. When it does, pupils know that it will be dealt with quickly. The trust and confidence they have in the staff is well founded on the experiences that they have of feeling cared for.

What does the school do well and what does it need to do better?

Leaders have created an ambitious curriculum. Lessons are sequenced carefully and to support pupils to build their knowledge over time. There is a strong focus on pupils developing subject specific vocabulary. Pupils are able to explain how their current learning links with what they have been taught before. Pupils with special educational needs and/or disabilities (SEND) access this curriculum with appropriate adaptations and support. Teachers receive high-quality training and support to develop their subject knowledge in different areas of the curriculum. Teachers use assessment information to tell them what pupils need support with. In lessons, teachers check pupils' understanding regularly. In some subjects, assessment information is not focused enough on what pupils have learned over time. Sometimes, the checks that teachers make do not closely inform the catch up provision and support for pupils who are working below the age of their peers. This includes some pupils with SEND.

There is a clear focus on reading in this school. Pupils are taught a phonics curriculum which is well sequenced. Teachers have good subject knowledge of how to teach reading. Pupils are given books to read that closely match the sounds they have learned. Pupils who fall behind in their reading quickly receive appropriate support to catch up. Adults promote a love of reading around school through reading areas, which are inviting to pupils. Leaders have made deliberate book choices to expose pupils to concepts, such as equality and challenging prejudice and discrimination.

Leaders have considered the personal development of pupils, carefully. Pupils have access to a wide range of activities and experiences beyond the classroom. Subject leaders plan educational visits and experiences linked to pupils' learning. Pupils talk enthusiastically about their debating skills and how they develop through access to philosophy lessons for children. There are opportunities for pupils to contribute to their wider school community through taking pupil leadership roles, such as eco warriors, reading champions and mental health champions. Pupils are enthused by the project they recently took part in, which developed their talents and interests in music and art.

Pupils with SEND have their needs identified quickly and they are supported effectively. Leaders of SEND in the school are knowledgeable and ambitious for these pupils. Some pupils with more challenging needs require bespoke support, particularly around self-regulation. These pupils receive this support in the innovative learning environment that leaders have created. Leaders are highly ambitious for all pupils with SEND. Most of these pupils access the same curriculum as their peers. Teachers are skilled at providing targeted support and adjustments to help these pupils achieve.

Children in the early years get a strong start to their education. Staff make deliberate efforts to engage parents and support them to be part of their children's educational journey. Interactions between staff and children are based on respect and care. Children are supported to follow routines which develop their independence and confidence.

Trustees, senior leaders and governors share the same moral purpose for their work in school. This commitment and determination translate into the consistency in which staff in school talk about the importance of the work they do. The local governing body is newly formed. Trustees have a clear and appropriate plan in place to support the new governing body members to undertake their roles and responsibilities. Staff report feeling well supported by leaders around their workload and well-being. There is an understanding that working at the school requires hard work. Staff have an understanding and clarity about the impact that this has on life chances for pupils.

Safeguarding

The arrangements for safeguarding are effective.

There is a clear and thorough training programme in place for staff, so that safeguarding has high priority. Leaders have ensured that staff have a clear understanding of the local safeguarding issues faced by pupils and families. There are clear systems in place for staff to share concerns. Any concerns reported are always followed up swiftly by leaders. Leaders have created roles in school, so that there is additional expertise in place to support pupils and families. External agencies are used well when required. Leaders work with external agencies that provide targeted support for some pupils and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' use of assessment does not precisely identify the knowledge that pupils have learned or where their knowledge is not secure. As a result, the additional catch up sessions, which teachers set for pupils, including those with SEND, are not targeted precisely to revisit the exact gaps in pupils' learning. Leaders should ensure that teachers' assessment of pupils' learning accurately identifies what pupils know and informs any additional catch up sessions, so that these pupils catch up with their peers quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142749
Local authority	Sheffield
Inspection number	10227445
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	657
Appropriate authority	Board of trustees
Chair of trust	Dr Sarif Alrai
Principal	Tania Macpherson
Website	www.tinsleymeadows.co.uk/
Date of previous inspection	9 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Five Rivers Multi Academy Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During this inspection, inspectors met with senior leaders from across school.
- Inspectors spoke with the chair of the local governing body.
- Inspectors spoke with trustees, including the chair of trustees.
- Inspectors carried out deep dives in reading, English, mathematics, geography, science and physical education. For each deep dive, the inspectors met with

subject leaders, reviewed curriculum plans, looked at pupils' work, visited lessons, spoke to teachers and spoke to pupils about their learning.

- Inspectors listened to pupils reading to a familiar adult and met with pupils formally and informally.
- Inspectors considered the views of parents through informal discussions at the beginning and end of the day and through Ofsted's online survey, Ofsted Parent View.
- The inspection team spoke to representatives from the local authority.

Inspection team

Liam Colclough, lead inspector	His Majesty's Inspector
Marian Thomas	Ofsted Inspector
Jane Clayton	Ofsted Inspector
Darren Marks	Ofsted Inspector

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