

# Tinsley Junior School

## Inspection report

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<b>Unique Reference Number</b>	107032
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	309293
<b>Inspection dates</b>	8–9 January 2008
<b>Reporting inspector</b>	Andrew Clark

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 on roll</b>	
School	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Hardy
<b>Headteacher</b>	Ms Judith Grundy
<b>Date of previous school inspection</b>	8 July 2003
<b>School address</b>	Bawtry Road Sheffield South Yorkshire S9 1WB
<b>Telephone number</b>	0114 2440915
<b>Fax number</b>	0114 2436281

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Tinsley Junior is an average sized school. The vast majority of pupils are of Pakistani heritage and speak English as an additional language. An increasing percentage of pupils are from Eastern Europe and approximately 16 different home languages are represented in the school. An above average percentage of pupils are eligible for a free school meal. More pupils than usual are identified with learning difficulties and/or disabilities. The school has achieved the Activemark and the Healthy Schools Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Tinsley Junior School is a good school. It provides a good quality of education for its pupils and gives good value for money. The school cherishes and celebrates the rich cultural diversity of its community encouraging good personal development and outstanding relationships. Parents are very pleased with the quality of education provided for their children. They typically describe it as 'A school with a great atmosphere which takes very good care of children's personal needs.'

Pupils' personal development is good because the school's expectations of them are very clear and consistent. However, the responsibilities pupils are given in the school community, such as through the school council, do not often challenge them enough or allow them to show initiative in real situations. Pupils are successfully encouraged to be thoughtful and to care for one another. Year 6 pupils, for example, take care of younger children when they start school. Pupils' behaviour is outstanding and attendance is satisfactory.

The school sets and achieves challenging targets. All pupils, including those who find learning difficult and those at an early stage of learning English as an additional language, make good progress and achieve well. Standards at the end of Year 6 in English, mathematics and science have been rising rapidly since 2005 and are now average overall. This follows an intensive programme of improvements to procedures to track pupils' progress and set challenging individual targets which are shared with pupils and their parents. The most able pupils reach higher standards in English than in mathematics and science.

Teaching and learning are good. Teachers are enthusiastic, have good subject knowledge and high expectations. Typically, lessons are well planned to provide challenging activities that stimulate pupils' interest and actively engage them in learning. Teachers generally question pupils skilfully. Basic English and mathematics skills are taught well. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English as an additional language are supported very well in their learning. Classroom management is very effective and exceptionally good behaviour is a feature of almost all lessons. This makes a significant contribution to pupils' achievement.

Good care, support and guidance underpin pupils' personal development. Pastoral care is outstanding, especially the monitoring and support given to the most vulnerable pupils. Procedures to keep pupils safe and healthy are appropriate and meet statutory requirements.

The good curriculum contributes significantly to the pupils' considerable enjoyment and to their learning. Opportunities to enrich learning of key skills, such as literacy and numeracy, in exciting and creative ways throughout the curriculum are underdeveloped. The curriculum is enriched well by visits and visitors to the school and a good range of extra-curricular activities. These have a particular impact on the pupils' development of a healthy lifestyle from the well-attended breakfast club to many sporting activities.

Leadership and management of the school are good. The very good leadership of the headteacher, with strong support from the new strategic leadership team and all staff, is characterised by a very clear vision for the school. This is based on striving for continuous improvement and higher achievement for all. Governors know the school well and share the vision for its future development. Effective support from the governing body contributes to increasingly close links with the infant school and the good relationships with parents. The school's self-evaluation is accurate and effective in identifying areas for improvement, taking

note of a wide range of views and monitoring the progress of initiatives. Its very self-critical approach contributes to the school's good capacity to improve.

### **What the school should do to improve further**

- Raise standards reached by the most able pupils in mathematics and science.
- Develop the curriculum to provide more exciting and challenging ways for pupils to consolidate and improve their learning of key skills through all subjects.
- Encourage pupils to take on higher levels of responsibility and to use their initiative more.

## **Achievement and standards**

### **Grade: 2**

Pupils join the school with below average attainment. In 2007, the Year 6 pupils gained above average results in the national tests in English. Results were average in mathematics and science. This all marks a rapid rise in the school's performance, following a dip in 2005. Results in mathematics and science have not risen as fast as those in English because the most able pupils do not reach the same higher levels in these subjects as they do in English. Pupils' success in English is very significant because of the high percentage of pupils for whom English is an additional language. Both boys and girls achieve well overall, regardless of their ethnic backgrounds. Pupils at an early stage of learning English as an additional language make rapid progress in communication skills so that they quickly benefit from the full curriculum. The intensive and well managed support for pupils with learning difficulties and/or disabilities means these pupils often make very good progress towards their targets.

## **Personal development and well-being**

### **Grade: 2**

The excellent relationships throughout the school encourage pupils to become mature and thoughtful members of the school community. They are very polite and caring towards each other. They have a good understanding of how to live a healthy lifestyle. This is reflected in the very good take up of extra-curricular sporting activities and pupils' enjoyment of school meals and the healthy tuck shop. Through the school council and 'playground friends' pupils have contributed to improvements in their playtime facilities and have influenced the school meal provision. Pupils are enthusiastic fundraisers for several charities. However, they do not often take leadership or organisational roles within the responsibilities they take. Opportunities to develop the entrepreneurial skills are underdeveloped. Pupils' spiritual, moral, social and cultural development is good with outstanding aspects to their moral and cultural development. In particular, the pupils' understanding and tolerance of the many cultures represented in school are very good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils take a pride in their work because that is what teachers expect. They work hard and present their work well. The teaching of reading and writing skills is good. Behaviour is exceptionally well managed. Many teachers are very skilled at questioning pupils so that new ideas are reinforced and pupils develop good learning techniques. The pace of most lessons is sharp and work is closely matched to pupils' needs. Occasionally, teachers tell the pupils too

much and do not encourage them to use their initiative and practise the skills they are learning. Teachers use interactive whiteboards well to demonstrate and develop new learning. This is particularly effective in Year 3 where pupils are very involved in using this technology. The purpose of all lessons is made clear to pupils and teachers successfully involve them in measuring their own progress. Teaching assistants make a good contribution to learning. Marking is good and provides clear guidance for improvement. Homework is used well to reinforce and extend learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets learners' needs well. Statutory requirements are met. The systematic and thorough teaching of reading and writing is a significant strength. The school has engaged in some exciting projects such as the 'Fibonacci Flower Field' work for older pupils based on mathematical ideas and the multi-media project following a countryside visit in Year 3. However, links between different subjects to make all learning more relevant and exciting to pupils are at an early stage of development and a priority for the school. Pupils' personal and social education is good. School life is enriched by an increasing emphasis on visits and visitors and many well-attended extra-curricular clubs, especially sporting activities such as the marathon club and work with Activity Sheffield. The very popular free breakfast club gives pupils an excellent start to the day.

## **Care, guidance and support**

### **Grade: 2**

The school provides an extremely caring and supportive environment in which pupils feel very happy, safe and valued. Safeguarding procedures are secure. Staff place great importance on respect for all members of the community, and this is seen in the exemplary way in which pupils treat other people. Attendance is promoted well. Strategies such as peer support and the 'playground friends' allow pupils to care for each other well. Pupils are also very clear that they can go to adults with problems should the need arise. The school works particularly well with parents and outside agencies to ensure that all vulnerable pupils have access to everything that the school has to offer. The provision for the most vulnerable pupils and those at an early stage of learning English is outstanding because of the very careful monitoring and high quality of intervention and support. Pupils' academic progress is tracked regularly and very effectively. Pupils, along with their parents, are increasingly involved in setting their individual targets. Pupils understand what their targets mean and know what the next steps are that they need to take in their learning. This is a major factor in the drive to improve standards.

## **Leadership and management**

### **Grade: 2**

The headteacher provides compassionate, committed and caring leadership. The new strategic leadership team is developing well and provides an increasingly focused drive towards high achievement. The calm and orderly ethos is respected by pupils and parents. The views of many parents are captured by the comment, 'This is a well managed school. A fantastic team of people with a headteacher who shows amazing understanding of what pupils and their parents need.' The school is highly inclusive. For example, action is well coordinated for pupils who experience difficulties in their learning and procedures are quickly put in place to secure improvements.

Governors are supportive and not afraid to provide challenge. The headteacher and deputy headteacher have established very robust systems to monitor and improve the quality of teaching and these are proving effective in raising standards. There has been good improvement since the last inspection.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly when we visited your school earlier this week. We enjoyed talking with you and looking at your work.

Your school is providing you with a good education that we know you enjoy. You play and work very nicely with each other. Your behaviour is excellent and you try hard to do what teachers ask of you. Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. The school is extremely good at giving special help to those of you who need it. You have a very good knowledge of how to keep healthy and you particularly enjoy the many opportunities you have to take part in sport. You choose to eat healthy meals and snacks. There is a good range of interesting activities for you before, during and after school. Your busy breakfast club is brilliant. Your headteacher leads the school well and all her staff give plenty of support. Your parents are very proud of your school and find everybody welcoming and caring.

You are making good progress in your learning. This is because the work you do and the teaching you receive are good. I have asked the school to help you to do as well in mathematics and science as you do in English. You do your homework well and that helps you learn more.

I want the teachers to make sure that you use your English and mathematics skills well in all other subjects and for you to do more exciting projects. I have also suggested that you can take more responsibility for your work on the school council and around the school.

You can help your teachers in their efforts to improve your school by coming to school regularly, working hard and doing your best at everything.