

Totley All Saints Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	107156
Local Authority	Sheffield
Inspection number	367379
Inspection dates	12–13 May 2011
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mr Andrew Cole
Headteacher	Mrs Beverly Houghton
Date of previous school inspection	4 February 2008
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Introduction

This inspection was carried out by three additional inspectors who observed eight teachers in 14 lessons. They held meetings with a group of pupils, representatives of the governing body and with subject leaders. The inspectors observed the school's work and looked at its monitoring of the school's work, including its analysis of pupils' achievement, the school improvement plan and a range of policies and procedures. They analysed staff and pupil questionnaires and the 60 questionnaires returned by parents and carers.

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

- It investigated how effectively the school is providing for the different groups of pupils, through the quality of teaching and support, particularly for those with special educational needs and/or disabilities.
- It explored the extent to which pupils have developed their understanding of the cultural diversity of the world.
- It determined the effectiveness of leaders' and managers' actions, following its monitoring of pupils' progress.

Information about the school

This is a smaller than average school. Around 30% of pupils travel from outside the area to attend. The proportion of pupils known to be eligible for free school meals is low. Most pupils are of White British heritage. A below average proportion has special educational needs and/or disabilities.

The school has achieved National Healthy School Status and the Bronze Eco-school award. It is part of a family of schools, working in partnership with six other primary schools and a secondary school to extend provision.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school in which pupils achieve well. Equally importantly, the school promotes their personal development effectively, through a range of activities and responsibilities. As a result, pupils have wide-ranging skills to aid them in their secondary education, which are assisted by both their high attendance and good behaviour.

The school is led well by the senior leadership team, with effective support and direction from the governing body. Detailed monitoring and evaluation is fundamental to the school's work and to all levels of management. Subject leaders, for example, evaluate specific aspects of the quality of pupils' learning and are pivotal to the positive impact of the curriculum. Attainment is above average. Together with accurate self-evaluation, good progress in dealing with the areas identified at the last inspection, including improvement in the proportion of pupils achieving higher levels in mathematics, the school demonstrates a good capacity for further improvement.

Most teaching through the school is good. It is supported by an engaging curriculum, promoting pupils' greater independence by learning through themes. Planning and questioning are strengths of teaching and are significant in developing pupils' ability to move forward quickly in their knowledge, understanding and skills. Pupils of all abilities make good progress. That of pupils with special educational needs and/or disabilities is facilitated by the focused support in place to meet individual needs, which results in constant reinforcement of learning to ensure that learning is secure. Their tasks are challenging and ensure that they also practise learning independently. Assessment is a more variable feature of the school's work, whether in pupils' awareness of their targets or the quality of guidance given in lessons on the next steps in their learning. Although pupils with a specific gift or talent have been identified, structured provision for them is in the early stages.

A well-planned programme builds up pupils' cultural, multicultural and spiritual understanding throughout the school. It has resulted in their good awareness of the different lifestyles and beliefs of other people. The school's caring and supporting ethos also promotes a range of qualities, such as pupils' increasing respect for the values of others.

What does the school need to do to improve further?

- Strengthen the impact of assessment practices throughout the school by ensuring that:
 - guidance in lessons accelerates pupils' progress by explaining clearly the next steps in learning

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- pupils have an accurate understanding of their targets and work towards them.
- Make sure there is specific provision for pupils with gifts and talents to enable them to work towards achieving their potential.

Outcomes for individuals and groups of pupils

2

Children join the Early Years Foundation Stage with levels of knowledge and skills typically as expected for their age. Throughout this inclusive school, boys and girls make similar progress because tasks take account of how they prefer to learn, and often take into account their interests. Attainment has been above average in recent years. It dipped in 2010, but there is compelling evidence from data and inspection that attainment throughout the school has returned to above average levels. Activities for those pupils capable of reaching higher levels provide a good level of challenge so that they also achieve well, particularly by the end of Year 6, reaching above average levels. More pupils are reaching higher levels in writing by the end of Year 2, as the school's strategies impact on the pace of progress and this continues into Year 6 where an above average proportion of pupils now reach higher levels. Pupils are very enthusiastic about learning and model the business-like approach of their teachers. This was evident in a Year 5 mathematics lesson, where pupils were finding out the relationship between patterns and numbers. The mixed-ability group made good progress because from the start, teaching involved them in learning and tasks were accurately matched to pupils' skills, as well as grabbing their interest. The pace and the quality of questioning were both demanding and pupils responded to the challenge. Most were able to justify their results, articulating their findings clearly and confidently. Most importantly, pupils were able to say how they reached their conclusions.

Pupils are proud of the responsibilities that they are entrusted with, such as working on their own non-bullying policy. Imaginative and meaningful roles, such as eco-saints' support the school's award and extend pupils' knowledge of their personal accountability, as well as broadening their moral and social understanding. The curriculum also promotes well pupils' understanding of the importance of living healthily, with many sporting activities to choose from and over two-thirds of pupils selecting the nutritious cooked meals. Pupils feel safe, have a comprehensive knowledge of unsafe situations and adopt safe practices in lessons and round the school. Their wide range of skills and the above average standards that they are reaching, ensure their good preparation for secondary school.

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These are the grades for pupils' outcomes

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

¹ 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?

The starting points for the good progress of pupils are the positive relationships between them and the staff and effective classroom management. Teachers make the purpose of learning clear and, together with interesting and sometimes imaginative stimuli, provide an effective start to lessons. Activities usually match closely the levels at which pupils are working, thus accelerating their progress. Pupils are increasingly interested in learning because of the increasing opportunities to practise their skills through problem-solving exercises. Questioning is focused and promotes pupils' thinking. They cooperate enthusiastically with each other, in a spirit of healthy competition, providing a great atmosphere for learning. In a very few lessons, where planning has not been detailed enough, the slower pace and over-direction of learning, restricts progress. Teaching assistants promote learning well, because of their accurate knowledge of pupils' needs and their clear focus on the skills to be mastered.

Marking generally provides pupils' with an accurate knowledge of their achievement and the next steps to make. It is particularly so in literacy. Some pupils, particularly those in Year 5 and Year 6, know their individual targets and what to do to reach them but this is a developing aspect of the school's work. In some classes, not enough specific guidance is given to pupils during lessons to make it clear how they can move forward in their learning. Similarly, assessing their own and each other's work is at an early stage in some classes.

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Careful planning throughout the school ensures both good coverage of learning and continuity across key stages. The curriculum has been adapted to broaden the ways in which pupils learn. In particular, the emphasis on discovering for themselves, through themes, has resulted in pupils' greater independence and good ownership of their learning. The focus on literacy and numeracy remains, with meaningful and specific writing tasks in place across a range of subjects, and information and communication technology established as a tool for learning. Enterprise projects result in pupils' very broad learning, including developing their interpersonal skills and their understanding of the skills and qualities needed in the workplace. After-school clubs are very popular and reflect the interests and aspirations of most pupils. Provision for pupils with special educational needs and/or disabilities is good, because support is specific to requirements. That for pupils with gifts and talents is developing.

The school's good knowledge of its pupils, the well-planned and coordinated support for them and the close links with outside agencies are key factors in pupils' good personal development. Pupils and their parents and carers trust the staff and regular communication between home and school helps staff to assess any problems and address them. Regular and detailed reports home ensure that parents and carers are well informed about their children's progress. Transition arrangements are effective, between classes, key stages, and when pupils leave the school, due to a range of planned activities over time.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior team's ambition to move the school ever further forward is shared by the staff who work well together as a team. There is a clear direction to the school's work and an effective distribution of roles and accountability. Equality of opportunity is good and the school's accurate knowledge about the levels at which pupils work and of their involvement in school activities, enable staff to tackle any discrimination effectively. Governors oversee safeguarding procedures effectively because they evaluate and adapt their practices regularly and thoroughly, often based on spot checks. The governing body's involvement of pupils in health and safety matters and its meetings with pupils and staff, together with its regularly reviewing of its impact, give the governing body a good overall picture of the school's progress and needs and confirm their effectiveness.

Parents and carers are valued as partners in their children's learning, leading to regular opportunities for parents and carers to offer their views, and to receive detailed and regular information about the curriculum and how they can support their children's

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learning. Wide-ranging partnerships, such as those within the family of schools, add particularly to teachers' expertise in new initiatives, the quality and breadth of provision and contribute to pupils' well-being. A careful analysis of the curriculum has led to a balanced programme which promotes pupils' community cohesion well overall, although it is stronger locally and internationally than nationally.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children are happy in school and increasingly confident in making choices for themselves. This is because there is a wide range of activities both inside and outdoors, which as well as enthusing and often exciting them, promote their personal and interpersonal skills well. There is a good balance of teacher-led activities and opportunities for children to learn for themselves, backed up by a wide range of resources. The quality of teaching is good, especially in letters and sounds. When children are learning for themselves, however, staff are not always extending their learning by asking them questions about what they are discovering. Learning is broad and includes opportunities for children to find out about the different cultures represented in society.

Partnerships with parents and carers, which start before their children begin school, are beneficial in providing information about the children's interests, needs and achievements and in informing planning. Information about the topics and skills that the children will be learning is shared with parents and carers. Together with opportunities to support their children's learning, this is significant in bringing about the good progress that children make through the key stage. The children develop a good understanding of how to behave safely through daily routines and practices and they modelled this during the inspection as they kept fit in the outdoor area.

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The stage is led and managed well. The staff work effectively as a team so that planning is well coordinated and the recording of children's learning is detailed and used to inform future planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Of the parents and carers who responded to the questionnaire, there was unanimous agreement that their children enjoy school. Almost all parents and carers were happy with their children's experiences at the school and agreed that the school keeps their children safe and prepares them well for the future. Many parents and carers added comments, indicating their satisfaction with thematic learning, the positive and caring atmosphere and the good range of opportunities for pupils to develop important skills for the future. There was recognition of the good leadership of the headteacher. Inspection evidence supports these views. A small number of parents and carers had individual concerns, most of which referred to behaviour or the opportunities for gifted and talented pupils. While the inspectors found no evidence of the former, the school is aware that provision for gifted and talented pupils is at an early stage of development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Totley All Saints Church of England Voluntary Aided Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	67	20	33	0	0	0	0
The school keeps my child safe	48	80	11	18	1	2	0	0
My school informs me about my child's progress	36	60	21	35	2	3	0	0
My child is making enough progress at this school	35	58	19	32	4	7	0	0
The teaching is good at this school	39	65	19	32	2	3	0	0
The school helps me to support my child's learning	40	67	17	28	2	3	0	0
The school helps my child to have a healthy lifestyle	42	70	14	23	3	5	1	2
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)	42	70	17	28	1	2	0	0
The school meets my child's particular needs	38	63	18	30	4	7	0	0
The school deals effectively with unacceptable behaviour	35	58	18	30	3	5	3	5
The school takes account of my suggestions and concerns	39	65	15	25	4	7	1	2
The school is led and managed effectively	36	60	19	32	2	3	2	3
Overall, I am happy with my child's experience at this school	41	68	17	28	1	2	1	2

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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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 Totley All Saints Church of England Voluntary Aided Primary School, Sheffield, S17 4AP

We enjoyed our recent visit to your school. Thank you for your helpfulness towards us. In particular, we thank you for sharing your thoughts about your school with us. Congratulations on your outstanding attendance.

Your school is a good school. You enjoy being there. From the Early Years Foundation Stage onwards, you make good progress in English and mathematics. This is because teaching is good. You enjoy learning through themes. You feel safe, behave well and work well with other pupils. You like attending after-school clubs, which help you to develop new skills. We were delighted that the school gives you lots of chances to take on responsibilities, and you rise to them. As a result, you have a broad range of skills to help you in secondary school.

The headteacher and deputy headteacher lead the school well and all of the staff work hard for you. However, the school can improve further. On behalf of the team, I have asked the headteacher to make sure that you all know and understand your targets and work towards them. The staff are also going to make sure that they give you guidance in lessons so that you know the next steps in learning. I have also requested that activities are planned to meet the needs of those of you who have a particular gift or talent, in order that you can develop your skills as much as possible.

I hope that you will help the staff to make these improvements by continuing to work hard.

Yours sincerely

Lynne Blakelock

Lead inspector

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