

Totley Primary School

Sunnyvale Road, Sheffield, South Yorkshire, S17 4FB

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make excellent rates of progress and attain very high standards by the end of Year 6.
- The school is led and managed very strongly by the headteacher and his senior team who have the highest expectations of staff and pupils and monitor the school's work thoroughly.
- The governing body challenges the school highly effectively, within the very supportive umbrella of the trust, to ensure the school sustains the excellent teaching and achievement.
- Teaching is consistently of a very high standard, so that the progress of all groups of pupils accelerates as they move through the school. Work for the most able pupils is particularly effective in the challenge it offers them.
- Pupils have excellent attitudes to learning because work challenges them to achieve their potential and interests them. Marking is very helpful in telling them how to make further progress.
- Pupils' spiritual, moral, social and cultural understanding is outstanding. They are prepared exceptionally well, both academically and personally for secondary school and their place as responsible young citizens in society.
- Pupils feel safe and secure in a supportive environment, in which they behave exceptionally well.
- Subject leaders are very effective overall in securing the high quality of teaching in their areas and pupils' achievement, and in supporting the senior team by checking their areas carefully.
- The early years provides a good start to children's learning. It is not outstanding because the children do not have sufficient chances to learn and develop as effectively as possible in the main areas of learning, including when they choose their own activities. The method of assessing children's learning does not enable the staff to see quickly how well the children are learning and developing.

Information about this inspection

- The inspectors observed a wide range of teaching and learning across the school including five joint observations with the headteacher, head of school or assistant headteacher.
- The inspectors spoke with pupils throughout the two days. They watched an assembly, listened to pupils reading and watched several pupils being helped individually or in small groups.
- One inspector held a formal meeting with a group of pupils to find out their views about the school.
- The inspectors held meetings with the headteacher, senior and subject leaders, members of the governing body and a representative of the trust.
- The inspectors looked at documents about the school's performance, including information about pupils' learning and progress, their attendance and behaviour and the school improvement plan. They checked governing body minutes, samples of pupils' work and data about their behaviour and attendance.
- The inspectors considered the 41 parental responses to the on-line questionnaire (Parent View) in carrying out the inspection. They spoke with several parents at the start of the school day.
- The inspectors checked the 14 responses to the staff questionnaire.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Pauline Pitman

Additional Inspector

Full report

Information about this school

- The school is smaller than many other primary schools.
- Totle Primary School converted to become an academy in February 2014. When its predecessor school of the same name was last inspected by Ofsted in July 2010, it was judged to be good.
- The school accepts children into full-time early years provision in the Reception Year.
- Pupils are taught in mixed-ability classes throughout the school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils known to be disadvantaged and therefore supported through the pupil premium is below average. (The pupil premium funding is additional funding that schools receive for those pupils who are eligible for free school meals and those children who are looked after by the local authority).
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- When it became an academy, Totle Primary School formed The Mercia Learning Trust with its associated secondary school, King Ecgbert School. Since then, Valley Park Community School and Newfield School have joined the trust. The schools work together to improve transition from primary school to secondary school, to provide support for the most able pupils and to develop and share professional expertise.
- The school is a key partner in The Escafeld Teaching School Alliance and has specific responsibility for the Primary School Direct programme in supporting other schools.
- Totle Primary School was in the top 100 state primary schools in 2013 and 2014 for standards.

What does the school need to do to improve further?

- Improve the achievement of, and provision for, the children in the early years so that they match those in the rest of the school, by ensuring that:
 - activities focus primarily on promoting the seven main areas of learning, including in free choice activities
 - there is a fully effective system of assessing children's learning and development which shows promptly how well the children are learning and developing.

Inspection judgements

The leadership and management are outstanding

- This is a very successful school, led and managed extremely effectively by the headteacher and senior team. It is overseen efficiently by the governing body and the trust. The school is strengthened by the team work and support of all of the staff.
- The school continues to improve because checking of its work is rigorous and comprehensive. This ensures that leaders can respond rapidly to any areas that may show less strength, such as mathematics last year, which has been addressed very effectively. Also, expectations of pupils and staff are very high. Consequently, the standards attained by pupils at the end of Year 6 and in other year groups continue to rise and their progress is excellent.
- Pupils' behaviour and their attitudes to school and to learning are outstanding. The school prepares them very well to be responsible young citizens, including through high expectations of attendance.
- Leaders' responsibilities cover all aspects of the school's work and enable them to have a very good overall picture of the school's performance and to respond very quickly to pupils' needs.
- The school knows that the early years is not as effective as the rest of the school, has made improvements to address this and knows the next steps to take to ensure an excellent start to children's education.
- Subject leaders provide effective leadership in supporting the senior team and have full responsibility for analysing teaching, learning and the curriculum in their areas and coverage of their subject across the school.
- The leadership of teaching is very strong. Detailed and regular checks are made on the quality of teaching to ensure its high quality and to address any areas that do not match the school's expectations. Staff's performance targets help the school to sustain high-quality teaching because they match closely the aspects of teaching that they want to improve further. They are achievable, measurable and effective in ensuring that teaching enables pupils to reach their potential. Staff value the training opportunities provided in and outside the school, which strengthen their professional expertise.
- The trust plays a very beneficial role in strengthening teaching, and particularly leadership and governance. It also benefits the community because the school's senior leaders assist other schools to improve their performance. Transition arrangements for Year 6 pupils are very thorough and help to ensure a smooth start to secondary school.
- The school has introduced the new curriculum well, along with new methods of assessing pupils' learning. Pupils enjoy topic-based learning and the range of opportunities within them.
- The school places an equal emphasis on pupils' personal as well as academic development and through lessons, assemblies and school routines, pupils make excellent progress in both. Their spiritual, moral, social and cultural understanding, including of British values, is planned very carefully, as in topics such as slavery, the Magna Carta, Robin Hood and the suffragettes.
- The school is committed to equal opportunities and ensures that all pupils are treated fairly and equally. There is no discrimination. All pupils are able to succeed in their learning because work matches their abilities very closely and after-school activities, including model making, dance and Spanish, are open to all.
- The leader of sports funding is effective in ensuring that the pupils have access to a much wider range of activities, including squash for the Year 2 pupils. The funding has provided good-quality resources and access to competitive sports with other schools. The proportion of pupils who take part in sporting activities outside lessons has increased to 78% overall and 80% of disadvantaged pupils.
- All leaders focus effectively on the achievement of disadvantaged pupils. They know the specific needs of every pupil and are ensuring that the gap between their achievement and that of non-disadvantaged pupils continues to narrow.
- The special educational needs coordinator is effective in ensuring that disabled pupils and those with special educational needs are given high-quality support
- Safeguarding procedures are thorough and meet the statutory requirements. The school has good methods to help ensure children's safety and careful records are kept.
- **The governance of the school:**
 - The governing body holds the school to account for its performance comprehensively and very effectively, because it has both detailed information from school leaders, and its own independent knowledge to enable it to do so.

- All governors are expected to attend all of the governing body meetings and all have roles linked to checking the school's performance.
- Governors visit the school regularly. They have the skills needed to support and challenge the school and minutes of governing body meetings show that they do this rigorously.
- The governors check specific aspects of its work, including observing teaching and carrying out scrutinies of pupils' work.
- They undertake regular training, often led by the school, including about national and school data, and the new code of practice for pupils with special educational needs, to ensure they keep up to date with national expectations.
- The governors have an accurate understanding of the quality of teaching. They have a very clear understanding of the role of staff targets in ensuring teaching remains strong in the school. They check that the professional development of staff is based closely on their needs.
- The governing body is determined that disadvantaged pupils achieve as well as other groups. It knows there is a gap and that it is narrowing. It also knows that disadvantaged pupils achieve better than their counterparts nationally.
- A specific strength of the governors is their forward planning to ensure the school's continued success, including its close scrutiny of the budget and their three-year plan.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils show excellent attitudes to learning across the school from the start of the Reception class. They are very keen to learn as well as they can. They settle promptly at the start of lessons, demonstrating a very business-like approach to their work. They organise themselves excellently and respond immediately to the teacher's instructions.
- Pupils are attentive and work well in groups to question, support and learn from one another. They present their work extremely neatly.
- Parents and staff agree that behaviour is excellent. Several parents said that it is a key factor in the rapid progress that their children make throughout the school and their outstanding preparation for secondary school.
- Pupils' behaviour around the school is also outstanding. Pupils manage their own behaviour exceptionally well. They show respect to one another and to the staff as they move round the school and play. There is a very supportive atmosphere around the school, including at break times and when eating lunch. The older pupils show their care for the younger pupils in helping them and playing with them.
- The school prepares pupils exceptionally well to be young citizens. They are allocated a range of jobs from the Reception class onwards, ranging from sharpening pencils to being door monitors or playground leaders. They understand the British values, including the democratic principles, that underpin our society and the school's work.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel very safe in school because the building is secure and everyone treats everybody else very well. Pupils find the teachers helpful and supportive if they have any worries.
- Pupils know a lot about things that can be dangerous, including being careless when crossing the road, talking to strangers and using the internet. The school provides them with a lot of teaching to ensure that they avoid potential dangers.
- Bullying is rare. Pupils, including children in the Reception class, can explain why it is wrong and the intolerance that leads to it, including prejudice about a person's race or religion.
- Pupils' attendance is consistently above average. There is very little persistent absenteeism, which is tackled thoroughly.

The quality of teaching is outstanding

- Much teaching, including in English and mathematics, is outstanding throughout the school. By the end of Year 6, pupils achieve outstandingly well.
- Teaching has many strengths that promote pupils' outstanding progress over time, especially in literacy, reading and mathematics. In particular, pupils are given activities that are a very accurate match to their abilities and ensure they learn rapidly. In a Year 6 mathematics lesson, pupils of all abilities were empowered by high-quality teaching that resulted in very good progress of them all in, for example, converting measurements of length.
- Pupils know exactly what they are expected to learn in all lessons. Expectations of their work and effort are very high.
- Teachers make good use of interesting topics and visits to enable the pupils to transfer their skills into other learning. A topic about chocolate gave pupils a greater awareness of the relevance of subjects such as numeracy, literacy, design technology and art in a range of contexts.
- The most able pupils are challenged very well by tasks that ensure they use all of the skills that they have learned, for example, to solve complex problems about ratios. Teachers' advice and questioning throughout lessons, enable them to check pupils' understanding and ensure that work is helping pupils to progress as quickly as possible.
- Teaching assistants are outstandingly effective in the support they provide to pupils who need additional help. Pupils in Year 3, including those few who speak English as an additional language, made quick and secure progress in the value of three-digit numbers, because of very thoughtful planning for learning and well chosen resources.
- Pupils' work is marked very regularly and is extremely helpful in telling them what they have learned well and what to do next. Pupils respond to the advice that teachers have given them, with daily time to address corrections, in what has become a very helpful routine in helping pupils to make further rapid progress.
- Pupils read very regularly, including in the early years. Books are everywhere and pupils are encouraged to borrow them. Guided reading sessions develop pupils' very good understanding of texts and the characters they portray.
- Pupils enjoy doing homework which is marked carefully and helps them to secure and strengthen their skills in a variety of areas of learning.

The achievement of pupils is outstanding

- Pupils make excellent progress and achieve exceptionally well because of the excellent quality of teaching and pupils' strong desire to learn and to achieve.
- Standards are well above average by the end of Year 6 in reading, writing and mathematics for all groups of pupils. Every pupil last year and this year achieved the expected levels in reading, writing and mathematics by the end of Year 6 and most achieved higher levels.
- A much greater proportion of pupils than nationally make expected and more-than-expected progress by the end of Year 6, increasing further from last year.
- Progress builds year on year because the impact of teaching is invariably outstanding.
- The proportion of pupils reaching the required standard in the Year 1 screening check in phonics (the sounds that letters make), is above average for all groups of pupils. This continues the good start to reading and writing that is made in the Reception class which results in many children forming letters accurately and making words into sentences.
- By the end of Year 2, pupils reach above-average standards, increasing further this year from 2014. Every pupil reached the expected level in reading, writing and mathematics and the large majority made more-than-expected progress.
- The most able pupils achieve very well because their work challenges them to apply the skills they have used. In mathematics, for example, they are able to use these skills to reach accurate conclusions about the problems they are trying to solve.
- Disadvantaged pupils also make very good progress and achieve very well, helped by effective additional literacy and numeracy support and extra practice in developing phonics skills. In 2014, by the end of Year 6, disadvantaged students were two terms ahead in mathematics and a term behind in reading and writing, compared to pupils who were not disadvantaged. They were a term ahead of disadvantaged pupils nationally in writing and two terms ahead in reading and mathematics. This year's results show that

disadvantaged pupils in the school continue to perform better than similar pupils nationally. The gap between disadvantaged pupils and those pupils who are not disadvantaged continues to narrow and remains a priority for the school.

- Disabled pupils and those who have special educational needs make good progress through the school because they are helped very well by teaching assistants.
- The very few pupils learning English as an additional language also achieve well because of the very specific, sensitive help they are given, in mastering the English language.

The early years provision

is good

- Children have levels of knowledge and skills that are broadly typical for their age when they join the Reception class.
- The staff know the children's needs and interests well because both the children and their parents have met with the staff several times before they start the Reception class.
- As in the rest of the school, parents are regularly invited into school for workshops which help them to support their children's learning, such as in phonics.
- Activities and the high expectations of the early years staff ensure that the children develop well their understanding of the importance of learning to cooperate with their classmates, including sharing and being kind. The children behave well and safely.
- Phonics is taught well and children make good progress in pronouncing letters and groups of letters and in using them to help them spell words. Many children are able to construct simple sentences, with the most able children constructing more complex sentences.
- Stories are used well as a basis for wider learning. The children enjoyed making a sandwich for the lighthouse keeper, based on a story that had captured their imagination and which was the starting point for a range of learning, including about healthy eating.
- The leader of the early years provides good leadership overall. She has improved the outdoor area and further improvements are being made to broaden the provision.
- An above-average proportion of children achieve good levels of development by the end of the Reception Year, including in reading, writing and number. This year's results show an increase on the 2014 results and also demonstrate the good progress of all groups of children, including disabled children and those with special educational needs, disadvantaged children, those who speak English as an additional language and the most able. They are well prepared for Year 1 learning, both academically and in their personal and social development.
- The children do not make the outstanding progress, however, seen throughout the rest of the school. This is because, while teaching is good, activities do not focus consistently or sufficiently on developing children's knowledge and skills in the seven main areas of learning, including in times when children choose their own activities.
- The staff record children's learning through the day and keep records of what the children know and can do. However, the system of assessing children's learning and development does not enable staff to find out promptly enough how well each child is progressing. This means staff cannot ensure that the children are learning as well as possible and make changes if necessary.

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

Unique reference number	140596
Local authority	Sheffield
Inspection number	463558

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Sarah Pearson
Headteacher	Chris Stewart
Date of previous school inspection	Not previously inspected as an academy
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