

Totley All Saints Church of England Voluntary Aided Primary School

Hillfoot Road, Totley, Sheffield, South Yorkshire S17 4AP

Inspection dates 26–27 January 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- School leaders have created a culture of high expectations for pupils and staff and this is why achievement is so high.
- The quality of teaching, learning and assessment is outstanding. As a result, pupils are extremely well prepared for the next stage of their education.
- Pupils' attainment is exceptionally high and this has been the case for many years.
- All groups of pupils achieve well across the school. Disadvantaged pupils, those who have special educational needs and the most able make rapid progress.
- Outstanding provision in the early years enables children to make excellent progress so that they are well placed to cope with the demands of the curriculum in Year 1.
- The provision for pupils' spiritual, moral, social and cultural development lies at the heart of the school and successfully promotes pupils' personal development in its widest sense.
- The curriculum enhances pupils' learning extremely well. It embraces cultural and sporting activities as well as a strong emphasis on reading, writing and mathematics. It is enriched by trips and visitors to school. A wide range of after-school clubs support pupils' emotional and social development.
- Pupils' display exemplary behaviour during lessons. They listen attentively and engage fully in all activities. This positive attitude to learning is a major reason why pupils are achieving so well.
- Subject leaders check pupils' progress closely and provide carefully planned support to develop teachers' skills and subject knowledge. They take swift action where necessary to sustain high levels of achievement. For example, even though recent action to sustain boys' interest in writing has proved successful, leaders are acutely aware that more can be done.
- Governors have played a significant part in the development of the school. They are well informed and hold senior leaders to account by checking the work of the school very thoroughly.

Full report

What does the school need to do to improve further?

- Continue to develop and review strategies that will promote boys' writing skills across the curriculum.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Since her appointment, the headteacher has overseen many changes in staff and has succeeded in establishing a strong unit where teamwork combined with strong determination to raise and sustain standards is tangible. Through her exemplary leadership, expectations of what pupils are capable of achieving have been raised and this is evident in pupils' achievements as they progress from the early years through to Year 6.
- Leaders at all levels are committed to meeting the aims of the school and work hard to bring these about. Expectations are high and there is a determination that all pupils will fulfil their potential. It is the distinctive ethos and culture, which places importance on providing a caring environment where every pupil is valued and encouraged to do their best, that enables pupils to excel.
- The headteacher knows the school well. The school's self-evaluation is accurate and the school improvement plan clearly takes into account the strengths of the school and those areas that require further improvement. No stone is left unturned in the pursuit of improved outcomes.
- The headteacher has a very clear idea of what constitutes outstanding teaching and promotes this understanding successfully across the school. At the same time she encourages staff to be creative and to use their experience and strengths in the classroom. With excellent practitioners around her, the headteacher has strong capacity to support and develop teachers with less experience.
- Areas for improvement identified at the time of the previous inspection have been successfully addressed. Guidance, given to pupils during lessons and through marking, accelerates pupils' progress by explaining the next steps in their learning. Work is well matched to pupils' abilities, including the most able, and this helps them to achieve their potential.
- Subject leaders play an important role in making sure planned improvements happen and that pupils' progress is maintained. They are the drivers of change. Staff responsible for the coordination of reading, writing and mathematics throughout the school have excellent subject knowledge, provide good support to staff and monitor pupils' progress regularly by checking on their work and observing teaching.
- Leaders ensure that all pupils are able to access the curriculum and that their needs are met. As such, equal opportunities are promoted very well and there is no discrimination. Under the direction of the headteacher, the class teachers and subject leaders meet to review pupils' progress regularly. As a result, underachievement is identified early and intervention programmes are put into place so that pupils make up lost ground.
- The school has a well-established system to check the performance of teachers and teaching assistants. An annual review of performance, supported by ongoing professional development and guidance, helps to maintain the high standard of teaching and learning so evident in the school.
- Pupil premium (additional government funding to support the learning of pupils known to be eligible for free school meals or in the care of the local authority) is used very effectively to provide targeted support to disadvantaged pupils so that they can achieve well. There is no gap between these pupils and pupils nationally by the end of Year 6. Funding to promote participation in sport is used well and this is helping pupils to acquire physical skills as well as enhancing their social development.
- The leadership of early years is strong because of an extremely good understanding of how young children learn. This is evident in the organisation of learning, the quality of teaching and the caring environment that enables children to make rapid progress.
- The curriculum is well planned and meets the needs and interests of pupils well. Pupils enjoy topic work where they learn through themes that incorporate history, geography and science. They are also given plenty of opportunities to apply their reading, writing and numeracy skills across a range of subjects. The curriculum is enriched by trips and visitors, residential visits and after-school clubs that cater for a range of interests, from music to sports.
- The provision for pupils' spiritual, moral, social and cultural development is a key feature of the school. It permeates the curriculum and is closely aligned to the promotion of British values. Pupils have a good understanding of right and wrong, are respectful towards others, including those with different beliefs, and are developing a good understanding of democracy. When the inspector asked the school council what they had learned by being a member of the group, a pupil replied: 'We talk about things, listen to each other and vote. We may disagree but we do not get upset with each other. We are a good example of British democracy aren't we?'

■ The governance of the school

- The governing body is well informed about pupils' achievement, the quality of teaching, behaviour and the work of leaders at all levels in the school. They talk knowledgeably about the impact of pupil premium spending and sport funding. Governors make the time and effort to visit the school to see for themselves what achievement and the quality of teaching looks like. They do not profess to be experts in education and do not try to be. But they use their different skills well and are extremely adept at correlating the information given at meetings with what it means in practice. It is this process which provides them with a valuable insight into the work of the school.
 - The governing body challenges and supports the school's leaders to good effect. This provides an extremely worthwhile and productive sounding board for the headteacher and her team. It allows time for reflection and an opportunity to hone plans intended to take the school forward. In this way the governing body are true partners in the improvement process.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching, learning and assessment is outstanding and this explains why pupils are making rapid progress and achieving highly.
- Teachers plan work that meets the needs of pupils. They have high expectations and are very clear what it is that pupils are to learn and this drives their teaching. The communication with teaching assistants is good because they too know what pupils are to do and what they are to learn as a result. Teaching assistants are not simply observers of learning, they are the facilitators of learning and this helps pupils in their acquisition of skills, knowledge and understanding.
- Teachers know their pupils well and the quality of relationships is excellent. This means that pupils are able to work in a secure, safe learning environment. It also means that pupils enjoy their learning. During the inspection a meeting was held with a group of pupils from different classes and they all said that they enjoyed school because they liked their teachers and they found the lessons interesting. One pupil remarked, 'The work is never too easy but often quite challenging but we just try our best'. During a writing lesson a pupil told the inspector, 'Our teacher makes sure that there is plenty of challenge – she keeps us on our toes!' This says a lot about pupils' attitudes to learning and the expectations of the teacher, and goes a long way to explaining why pupils are doing so well.
- Teachers display excellent subject knowledge and this can be seen in the way that they introduce new ideas, explain concepts and respond to pupils' questions. It can also be seen in the way that teachers pose questions to pupils. They are very skilled in asking questions that make pupils think. This often leads to discussions between pupils. By talking about and around issues together, pupils are getting a deeper understanding of what they are learning.
- Assessment is used extremely well to identify those pupils who require extra support, as well as those who need extending. Many teachers are also skilled at noticing when pupils are unclear during lessons and taking immediate action to take their learning forward. Good systems are in place to check pupils' progress over time and intervention programmes delivered by teaching assistants are available for those pupils in need of further support.
- All teachers review pupils' work and provide excellent guidance about what pupils need to focus on in order to improve. Pupils enjoy reading the teachers' comments, and often respond to them, so that they are in no doubt about what it is they are expected to do when engaged in a similar activity.
- Phonics (letters and the sounds that they make) is taught rigorously and regularly in the early years and throughout Key Stage 1, and where necessary in Key Stage 2. It is having a very positive impact on the development of pupils' early reading skills. As pupils move through the school, reading for pleasure is encouraged and reading in class is a consistent element in all lessons. Older pupils are reading with expression and have a good understanding of the text.
- Pupils with special educational needs are given good support by teachers and teaching assistants who have received appropriate training. The impact of the support is checked by the special educational needs coordinator and this leads to improvements in pupils' progress.
- Appropriate homework is set on a regular basis to support the work being undertaken in school.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.
- Pupils demonstrate excellent attitudes to learning. They are keen, enthusiastic learners who apply themselves well. Teachers plan work well and provide activities that stimulate and motivate pupils during lessons. It is no surprise that pupils display excellent attitudes to learning, and the school should take credit for this.
- Pupils work well together and support each other. For example, in a Year 6 lesson pupils were asked to draw circles and arcs using a compass. At first many experienced difficulty manipulating the compass and aligning the pencil – it seemed that the compass had a life of its own! However, with a little humour and persistence, and timely and effective intervention by the class teacher, pupils had made remarkable progress as the lesson neared its end. During this period all pupils were focused on the task, helped each other and acquired a new skill.
- Pupils interact well with adults and visitors to the school. They are polite and considerate and are clearly developing a range of social skills. They know what is appropriate and what is not appropriate to say in different social situations.
- Pupils feel safe and are well looked after, and parents acknowledge this. This feeling of security enables pupils to participate fully in their learning.

Behaviour

- The behaviour of pupils is outstanding.
- The school behaviour policy is applied by all staff and this consistent approach provides pupils with clear boundaries to which they adhere.
- Pupils apply themselves in lessons and respond politely and politely to the teacher. They are respectful towards visitors and other adults.
- The vast majority of parents who completed the online questionnaire Parent View acknowledged that the school makes sure that its pupils are well behaved. However, a minority of parents expressed concerns about this aspect of the school. Inspectors took these comments seriously and focused on behaviour and the management of behaviour over the course of two days. During the inspection there was no evidence in any lesson of either low-level disruption or inappropriate behaviour. In fact, pupils are learning because of their behaviour in class and the positive attitudes they display.

Outcomes for pupils are outstanding

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age. However, this varies from year to year.
- Children make rapid progress in the early years due to outstanding teaching underpinned by an excellent understanding of how young children learn.
- In 2015 all children achieved a good level of development and, based on observations conducted during the inspection and an analysis of the school's own information in relation to progress, this strong performance is set to continue.
- Pupils make rapid progress as they move through Key Stage 1. By the end of Year 2, standards in reading, writing and mathematics are significantly above average. This has been the case for many years.
- There is no let-up in the rate of progress as pupils continue their journey through Key Stage 2. By the end of Year 6 standards in reading, writing and mathematics are also well above the national average. Once again, this has been a consistent trend over the past six years.
- Observations of pupils during lessons, an analysis of progress information and scrutiny of pupils' work indicate that the current Year 6 looks set to maintain this high level of performance.
- Pupils with special educational needs, those benefiting from pupil premium funding and the most able make extremely good progress relative to their starting points.
- Pupils are given plenty of opportunities to apply their extremely good reading, writing and mathematical skills in subjects across the curriculum. This is evident in their topic books, where they write historical accounts and draw graphs and tables to communicate information.

Early years provision

is outstanding

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age, with some below this.
- Children make rapid progress in all areas of learning and achieve outcomes that exceed the national average. In 2015 nearly all children achieved a good level of development.
- The indoor and outdoor learning environment is stimulating and exciting, with themes changing regularly.
- Teaching is planned in detail and reflects children's needs. Activities allow children to explore and experiment as they learn. There is also a strong emphasis on appropriate and timely adult intervention in order to accelerate learning.
- Phonics is taught well and children demonstrate a good understanding of the relationship between letters and their sounds. They also recognise two- and three-letter words. The combination of these two elements provides a sound basis for the development of reading.
- Children are motivated to learn. In 'Woodland Workshops' they responded keenly to being explorers looking for hidden treasure. Children used paper compasses to help locate the treasure based on simple directions from the teacher. They were expected to use the correct terminology: north, south, east and west. This was fun. It was also a well-planned and executed lesson.
- There is strong focus on developing children's independence. They are encouraged to dress and undress themselves when getting changed and display good levels of perseverance when undertaking writing and number activities.
- The relationship between adults and children is excellent. The calm and well-organised environment results in each child being aware of the routines and expectations of staff. This sense of security is one of the reasons why children make rapid progress.

School details

Unique reference number	107156
Local authority	Sheffield
Inspection number	10003724

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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Mr Howard Freeman
Headteacher/Principal/Teacher in charge	Mrs Karole Sargent
Telephone number	0114 236 1934
Website	www.totleyallsaints.sheffield.sch.uk
Email address	enquiries@totleyallsaints.sheffield.sch.uk
Date of previous inspection	12–13 May 2011

Information about this school

- This is a smaller than average primary school.
- The current headteacher took up her appointment in September 2012.
- Seven teachers have left the school since the previous inspection.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for free school meals is below average.
- The proportion of pupils receiving support for their special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

Information about this inspection

- Inspectors observed 12 lessons or part-lessons, covering all classes in the school.
- The headteacher accompanied the lead inspector on half of the visits to classrooms.
- The inspectors scrutinised pupils' work in books and discussed their work with them during lessons.
- Meetings were held with the headteacher, subject leaders for English and mathematics, the special educational needs coordinator, representatives of the governing body and a local authority school improvement officer.
- Two meetings were held with pupils one of which was with the school council.
- Inspectors looked at a wide range of documentation. This included information on pupils' progress, the school's self-evaluation and development planning, the minutes of governing body meetings, records of the management of staff performance, information about the checks on teaching, the school website and safeguarding information.
- Inspectors took account of 92 responses to the online Parent View questionnaire and attention was also given to the 33 texts received by Ofsted. The lead inspector also spoke to a group of parents at the end of the school day.

Inspection team

Christopher Keeler, lead inspector

Mrs Christine Turner

Mr James Reid

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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