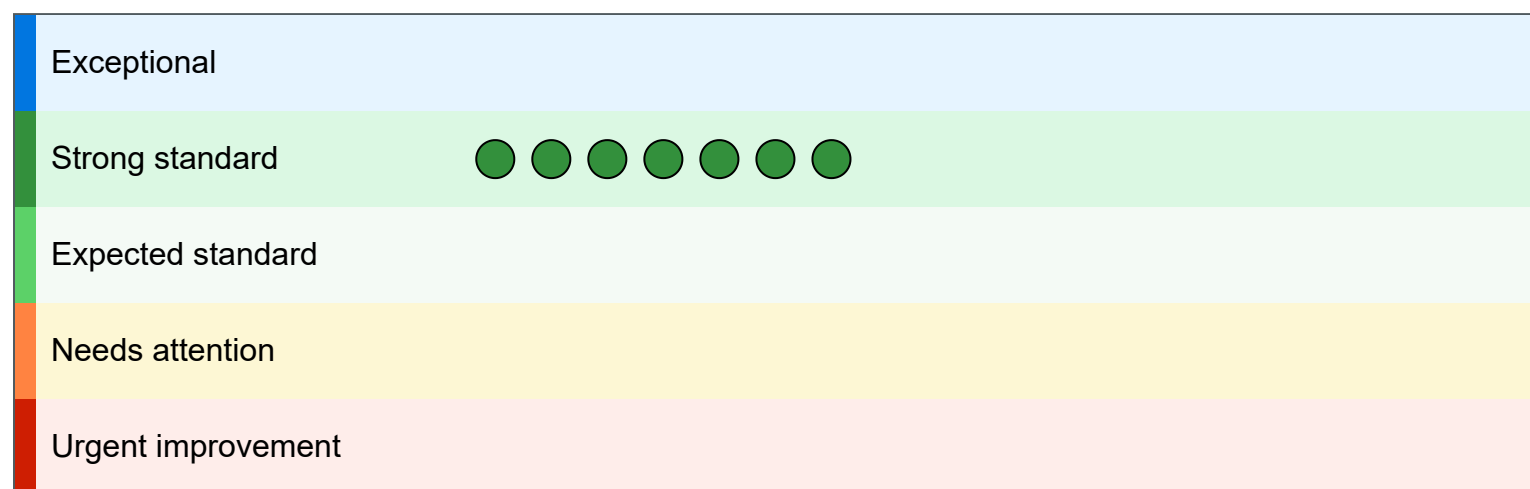


# Totley All Saints Church of England Voluntary Aided Primary School

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

Unique reference number (URN): 147481

## Inspection report: 24 February 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, make rapid progress. They achieve highly. By the time that children leave the early years, the majority are well prepared for the next stage of their education. The proportion of pupils meeting the standard of the Year 1 phonics screening check is consistently higher than average. By the end of key stage 2, pupils' achievements are above those of other pupils nationally. This is the picture over time.

Pupils' basic skills in mathematics, handwriting, spelling and grammar are secured at an early age. This means that pupils have the skills that they need to access the full curriculum. Pupils' work in books is of a consistently high quality. Pupils develop a detailed understanding of what they have been taught. They can recall previous learning with clarity and in detail. This helps them to build their knowledge securely over time.

### Attendance and behaviour

Strong standard ●

Targeted pastoral support and an exciting curriculum motivate pupils to attend and help them to feel that they belong to this caring community. As a result, pupils relish attending school and do so regularly. The school has a culture that promotes and celebrates high attendance. Leaders monitor pupils' attendance closely and intervene quickly if pupils' attendance starts to decline. The school works closely with families to reduce barriers to pupils' attendance. The proportion of pupils classed as persistently absent is well below national averages.

Staff have very high expectations of pupils' behaviour, and they implement these expectations consistently. Pupils with special educational needs and/or disabilities who face additional challenges with their behaviour are supported well. The culture of positive behaviour permeates the school. Some older pupils hold the role of 'merit captains'. They are ambassadors for positive behaviour in school and model this in their words and actions. Bullying is rare, but leaders take decisive and timely action to resolve issues when they occur. During lessons, pupils engage positively and consistently with their learning. They work hard and take great pride in the work that they produce.

### Curriculum and teaching

Strong standard ●

Leaders carry out highly evaluative checks on the quality of the curriculum and teaching. This gives them a detailed understanding of the impact on pupils' learning and progress. Leaders use this information to make carefully considered curriculum changes that prioritise the needs of pupils with special educational needs and/or disabilities. As a result, the work that pupils complete is expertly adapted to their needs and enables them to progress through the curriculum securely. Where appropriate, leaders make positive changes to the curriculum to increase ambition and raise expectations for how well pupils achieve.

Curriculum subjects are carefully sequenced. Pupils routinely have opportunities to revisit previous learning, helping them to embed that learning and develop a detailed

understanding of what they have been taught. Pupils learn the curriculum content very well. Teachers receive a wealth of training and guidance to deliver the learning skilfully. Phonics is taught effectively, and a high proportion of pupils leave key stage 1 as confident readers. The majority of younger pupils develop a secure understanding of mathematics and writing quickly. Teachers address any errors in pupils' work or misconceptions in their understanding successfully. A recent focus on developing pupils' speaking and listening skills means that teachers introduce new and ambitious vocabulary clearly. This helps pupils to be eloquent, confident and articulate speakers.

## Early years

Strong standard ●

The early years curriculum is well sequenced and establishes the important knowledge that children need to learn. Leaders review children's progress and make astute adaptations to the curriculum to ensure that it meets their individual needs.

Staff access pertinent training. High-quality interactions between children and adults prioritise children's language and vocabulary development. Staff carefully model the language that they want children to learn. As a result, children's vocabulary grows quickly, and they use increasingly adventurous words with confidence.

Staff exploit every opportunity to develop children's writing and mathematical skills. Reading is prioritised, and phonics is taught well. Staff foster an early love of reading by sharing books, rhymes and songs with children every day. Consequently, children make rapid progress. Most children develop the key skills in reading, writing and mathematics that they need for key stage 1.

Staff create an engaging learning environment that prioritises children's personal, social and emotional development. They establish routines and high expectations quickly. This means that children soon become independent learners who can share, take turns and play together cooperatively.

Well-established partnerships with parents and carers, together with effective transition arrangements, ensure that staff know children's individual needs when they move into Year 1.

## Inclusion

Strong standard ●

Inclusive practice sits at the heart of the school's work. Pupils who may need additional support are identified quickly. Leaders review pupils' progress meticulously and monitor the provision in place for pupils with special educational needs and/or disabilities (SEND) closely. Leaders provide highly effective guidance for staff. When required, the school draws on specialist support from outside agencies to review and improve the provision for pupils. The strategies that staff use to support pupils are effective in reducing barriers to learning. For example, interventions are used to help pupils to catch up. These approaches are highly successful. As a result, pupils with SEND and those who are disadvantaged achieve very well.

Staff meet regularly with parents and carers to update them on their child's progress. When reviewing the support that is in place, the views of the pupil and their parents are carefully

considered. This ensures that pupils' needs and the progress that pupils make are widely understood and celebrated. Any necessary adjustments or adaptations are made quickly. Leaders use research-based approaches to make impactful use of pupil premium funding to best support pupils. The school enhances pupils' academic and wider opportunities. Consequently, the participation of disadvantaged pupils in extra-curricular activities is very high.

## **Leadership and governance**

**Strong standard** ●

Leaders have established effective systems to check the quality of the curriculum and teaching. This gives them a detailed picture of the school's performance. School improvement priorities are based on accurate self-evaluation. School leaders provide trustees with informative updates on the progress that the school is making. As a result, all leaders are aligned in their ambitions for the school. Those with responsibility for governance fulfil their duties effectively.

The strategies that the school uses to support disadvantaged pupils are evidence informed and highly impactful. Resources are used astutely and in the best interests of pupils. Trust-wide networks and work with external advisers give staff opportunities to share their effective practice and learn through professional communities. The professional development that staff access is carefully planned to ensure they have the skills that they need to deliver the school's ambitious goals. Leaders manage staff workload and wellbeing effectively. Staff morale is high.

Leaders have prioritised parental engagement. Parents and carers are overwhelmingly positive about the support that the school provides for their children and the provision in place. Tenacious leadership at all levels ensures that pupils thrive academically and socially.

## **Personal development and wellbeing**

**Strong standard** ●

The school's personal, social and health education curriculum is well sequenced and comprehensive. Concepts such as health, wellbeing and relationships are routinely revisited, which helps pupils to remember what they have been taught. The relationships and sex education and health education curriculum gives older pupils an age-appropriate understanding of healthy relationships.

The curriculum helps pupils to learn well beyond the academic. It includes lessons about online safety. As a result, pupils have a detailed understanding of how to keep themselves safe when using the internet and the long-term implications of their digital footprint. The school adapts the curriculum to take account of risks to pupils in the local area or pupils' differing needs.

Leaders ensure that pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, benefit from a wide range of social, cultural and artistic opportunities. Some of these experiences have had a profound impact on pupils' understanding of fundamental British values and different forms of discrimination. For example, a recent visit to a living memorial museum was a catalyst for pupils to reflect on the importance of equality, tolerance and respect.

The school promotes pupils' empowerment and encourages them to act as advocates for others. This helps pupils to understand the value of compassion. Pupils actively contribute to charitable and community initiatives, such as raising money for a local hospital or litter picking to positively impact on their local area.

Pupils take pride in demonstrating their learning to parents and carers through curriculum showcases and through the many additional artistic and sporting events that the school offers. The annual 'Aspire Day' forms part of a well-planned programme to support pupils' interest in potential future careers. Visits to the school by positive adult role models help to raise pupils' aspirations for their future. Pupils hold many positions of responsibility in school. In doing so, they understand the importance of commitment, accountability and resilience.

## **What it's like to be a pupil at this school**

Pupils are welcomed in the caring environment, which helps them to thrive. At this inclusive school, uniqueness is celebrated. Staff have high expectations of pupils' behaviour and conduct. Pupils are polite and caring towards each other. Relationships between staff and pupils are built on mutual respect. Pupils know that their teachers care about them. This gives them confidence to report any concerns, knowing that they will be resolved quickly. Consequently, pupils are helped to feel safe and well cared for.

Incidents of poor behaviour and bullying are incredibly rare. This is because the school's personal development programme instils in pupils a deep respect for diversity and difference. The school's values of compassion, forgiveness and selflessness are realised through pupils' positive attitudes to their learning and to each other.

Pupils are enthusiastic and committed learners. Their high rates of attendance reflect their enjoyment of school. Pupils have ambitious aspirations for their future and take pride in the work that they produce. The school identifies pupils with special educational needs and/or disabilities quickly. Pupils receive the right support in a timely manner, which helps to reduce barriers to learning that they may face. Subsequently, pupils achieve very well. This is reflected in pupils' work and in national tests.

Throughout the school, pupils experience a wide variety of exciting opportunities to support their talents and interests and to enrich their learning beyond the curriculum. These include residential visits, seeing orchestral performances and competing at major sporting venues. Pupils recognise that they have a voice in school. For example, the pupil council has captured the voice of their peers to inform the extra-curricular offer for clubs, including archery, computer coding and dance. Pupils who are disadvantaged, including those with special educational needs and/or disabilities, are involved fully in school life. Together, these experiences help pupils to become socially responsible and active citizens who are well prepared for life beyond the school.

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## Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive transformational impact for all pupils. This includes for disadvantaged pupils, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing. Leaders should particularly focus on increasing further pupils' academic outcomes in writing, at the higher standard, by the end of key stage 2.
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## About this inspection

This school is part of The Diocese of Sheffield Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Alison Adair, and overseen by a board of trustees, chaired by Huw Thomas.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school and trust leaders, a selection of trustees, including the chair of the trust, and members of the local school board during the inspection. Inspectors also met with the Director of Education for the Diocese of Sheffield. Inspectors spoke with school staff, pupils and parents. Inspectors reviewed responses to Ofsted Parent View and considered responses from staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 inspection took place in June 2023.

The school does not use alternative provision.

Headteacher: Melissa Drake

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### Lead inspector:

Chris Pearce, His Majesty's Inspector

### Team inspectors:

Adele Clark, Ofsted Inspector

Andrew Crossley, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

## School and pupil context

### Total pupils

**212**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**210**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**8.49%**

Well below average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**0.94%**

Below average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**8.49%**

Below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Well below average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	61%	Above
<b>2024/25 (revised)</b>	81%	62%	Above
<b>2023/24 (final)</b>	79%	61%	Above
<b>2022/23 (final)</b>	77%	60%	Above

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	93%	74%	Above
<b>2024/25 (revised)</b>	100%	75%	Above
<b>2023/24 (final)</b>	89%	74%	Above
<b>2022/23 (final)</b>	90%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	86%	72%	Above
<b>2024/25 (revised)</b>	84%	72%	Above
<b>2023/24 (final)</b>	89%	72%	Above
<b>2022/23 (final)</b>	84%	71%	Above

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (revised)	91%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23 (final)	87%	73%	Above

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	88%	62%	Above
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	100%	59%	Above
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	75%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	75%	68%	7 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	S	66%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	88%	80%	8 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2022/23 (final)</b>	S	78%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	100%	78%	22 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	75%	80%	-5 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S
<b>2022/23 (final)</b>	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	2.7%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	2.6%	13.3%	Below
2023/24 (3 term)	4.3%	14.6%	Below
2022/23 (3 term)	6.6%	16.2%	Below

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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