

INSPECTION REPORT

TOTLEY ALL SAINTS CE PRIMARY SCHOOL

Totley, Sheffield

LEA area: Sheffield

Unique reference number: 107156

Headteacher: Mrs Y Twelvetree

Reporting inspector: Lynne Read
21199

Dates of inspection: 24-25 March, 2003

Inspection number: 246656

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Hillfoot Road
Totley
Sheffield

Postcode: S17 4AP

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Appropriate authority: Governing Body

Name of chair of governors: Reverend David Rhodes

Date of previous inspection: November, 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Totley All Saints Church of England Primary is situated in a semi-rural village close to Sheffield. With 204 pupils on roll, it is about the same size as most primary schools. It is a popular choice with parents and many pupils travel some distance to attend. The housing consists of mostly private properties ranging from smaller terraced to detached houses. Four per cent of pupils are known to be entitled to free school meals and this is low. Overall, social and economic circumstances are above average. Most children entering the reception class have had a good range of learning experiences and their attainment is above average. Thirteen per cent of pupils are on the school's list of special educational needs and this figure is below average. Some need specific help with learning whilst others have physical impairment or behavioural difficulties. There are four pupils with a statement of special educational need, which is slightly above average. Most pupils have a White-British background and a small number have Asian, African Caribbean or mixed ethnic heritages. Just over one per cent of pupils speak English as an additional language and this is slightly higher than in most primary schools.

HOW GOOD THE SCHOOL IS

This is a very good school where attainment in English, mathematics and science at age eleven is very high and puts the school in the top five per cent in the country. Pupils' achievements are very effectively supported by the very good quality of teaching. The high quality of leadership and management provided by the headteacher and governors is firmly focused on constant improvement. The school provides very good value for money.

What the school does well

- Standards in English, mathematics, and science are well above the national average. Pupils, of all ages, make very good progress.
- There is very good provision in the reception class that ensures children make very good progress in all areas of learning.
- Teaching is very good throughout school and is often excellent.
- The broad curriculum provides a very good range of learning opportunities for pupils of all ability groups. The school provides a varied selection of experiences to enrich and extend pupils' interests and talents.
- There is a very good emphasis on developing and nurturing pupils' personal development, in line with the school's Christian foundation. As a result, pupils have very good attitudes to learning, behaviour is very good and there are excellent relationships throughout the school.
- The headteacher provides excellent leadership and management and is very ably supported by the deputy headteacher. The governing body provides very good leadership and management for the work of the school.

What could be improved

- No significant weaknesses were identified at the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been very good improvements since the inspection of 1997. The facilities and resources for the younger pupils have been extremely well developed and are very good. School development planning is detailed and shortages in resources have been fully addressed. Personal and social education is now a significant strength of the school and there have been very good improvements in provision for pupils' cultural development. The school has been constantly moving forward during the past five years, basing development plans on the rigorous evaluation of performance. The quality of teaching has improved further with many more excellent lessons seen in this inspection. Standards of attainment have continued to rise and are now very high.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	A*	A
Mathematics	B	A*	A*	A*
Science	B	A	A*	A*

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Children enter school with varying levels of prior learning and experiences. A detailed analysis of their skills shows that attainment on entry is above average overall. They make very good progress in the reception class and by the time they enter Year 1, most are working within the National Curriculum programmes of study in English and mathematics. This is above average for the age group. During Years 1 and 2, pupils continue to make very good progress and, in the 2002 National Curriculum tests, their attainment in reading and mathematics was well above average. In writing, it was above average. The school has highlighted writing as a developmental area this year and standards seen in lessons were very good. The school keeps very detailed records of pupils' achievements, showing very good progress across all areas of English, mathematics, and science during Years 3 to 6. The table above illustrates the extremely high standards attained. Over a half of pupils achieved the higher level 5 in English; almost 70 per cent did so in mathematics; and in science, it was over 80 per cent. Evidence gathered during the inspection indicates that very good results will also be achieved this year and that pupils, of all ages and both genders, are achieving very well in their lessons, regardless of their starting point or any special educational need they may have. Over time, standards at the school have been maintained at a high level. Attainment in other subjects of the curriculum is at least in line with expectations and pupils have well-developed skills of observation, enquiry and investigation. Gifted and talented pupils work at advanced levels in the appropriate subjects. Those pupils who speak English as an additional language make equal progress to that of their peers. The school is likely to meet the targets set for English and mathematics this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils thoroughly enjoy coming to school and are keen to learn. They are very well-motivated in their lessons and maintain very good levels of concentration. Pupils take pride in their achievements. The presentation of work is exemplary.
Behaviour, in and out of classrooms	The standard of behaviour is very good. Pupils follow the school rules and routines with very little prompting by adults. They show great respect and consideration for others. From the reception class onwards, pupils collaborate very well, readily sharing ideas and resources.
Personal development and relationships	Relationships are excellent among all groups and makes a significant contribution to pupils' progress and to the pleasant learning atmosphere. Pupils are confident and show developing maturity as they take responsibility for their own conduct and for many jobs around school.
Attendance	Attendance rates are well above average when compared to schools nationally. Pupils arrive in good time for lessons, eager to start work.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The very good quality of teaching is largely responsible for the very good standards. Teachers provide a very interesting range of activities in the reception class to develop children's skills across all areas of learning. In Years 1 to 6 there is a very good emphasis on teaching the basic skills of literacy and numeracy. Throughout the school, teachers plan and deliver lessons that have a very good pace and are very well matched to pupils' prior learning. Teachers constantly assess progress, both during and after lessons. Consequently, the next steps in the learning can be planned precisely, building in challenge and support. Subjects are often linked so that the pupils are able to practise and consolidate their skills in English and mathematics. Teachers build in very good opportunities for investigation and problem solving, which allow pupils to apply the skills, knowledge and understanding that they learn. In all classes, pupils have challenging targets for learning. Marking is thorough, refers to pupils' targets, and includes pointers for improvement. The homework tasks are meaningful and often include research or extension work. Lessons include extended activities for the higher achievers or gifted and talented pupils that lead to attainment at the higher levels. Very good support for pupils who have special educational needs ensures that they meet their individual targets and make very good progress. Teachers keep a constant eye on the attainment of boys and girls, younger and older pupils in each year and pupils who speak English as an additional language to ensure that all pupils are meeting expectations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very broad range of interesting learning opportunities across the curriculum, enriched by educational visits and specialist presenters. There is a strong emphasis on developing enquiry and investigational skills and a good balance of creative, physical and academic activities. Homework projects support independent research and learning well.
Provision for pupils with special educational needs	There is very good provision for pupils who have special educational needs. They have individual education programmes and targets that are shared with parents and regularly reviewed. All pupils share in the varied opportunities offered by the school. Specialist support is secured where appropriate.
Provision for pupils with English as an additional language	Very good. All pupils have regular, individual assessments to check their progress. Teachers place a strong emphasis on the development of speaking and listening skills and ensure that new words, especially those of a technical nature, are fully explained and understood by all.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good. The school lives out its Christian aims on a daily basis. Pupils are encouraged to consider and respect other people's views, values and feelings. They clearly know right from wrong and are polite and helpful.
How well the school cares for its pupils	Adults in the school care for pupils' individual needs very effectively. Positive strategies include commendations for thoughtful actions and effectively underpin the promotion of very good behaviour. Established policies and routines provide a very good standard of safety. Pupils' progress is constantly checked and the information gathered is very effectively used to plan the next targets for learning.

Parents have a high opinion of the school and express great confidence in the headteacher and her staff. They support their children's education very effectively by helping at home and by fund-raising to support improvements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent, active leadership and management for the school. She works in close partnership with the deputy headteacher and together, they promote very strong teamwork amongst all staff. Subject managers have a good overview of teaching and learning in their subjects. They are successful in directing improvement through their action plans.
How well the governors fulfil their responsibilities	The governors use their wide range of expertise and experience to provide very good leadership and management. They are constantly striving to ensure the best provision for their pupils. They have a very good overview of the strengths of the school and a secure awareness of the priorities for development in both the short and long term.
The school's evaluation of its performance	Very good. The headteacher keeps an accurate and thorough view of the quality of teaching, pupils' performance, and trends in attainment, in which the assessment manager very ably assists her. An annual cycle of evaluation is in place and the outcomes are used to decide on the priorities for improvement.
The strategic use of resources	Resource management is very good. The school's budget is carefully targeted and the reserve held at present is earmarked to meet the building costs of the planned computer suite. Best value is routinely sought, in terms of cost and quality. Governors receive reports from subject leaders so that they can check the effectiveness of spending decisions.

The accommodation has been thoughtfully extended to serve pupils' needs well. Resources are carefully chosen and are of high quality. Trained and experienced teaching assistants and the nursery nurse provide very good classroom support.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The school is well led and managed. • Behaviour is good and the school helps their children to become mature and responsible. • The teaching is good. Their children are expected to work hard and make good progress. • The school works closely with parents, they are welcomed at all times to discuss issues. 	<ul style="list-style-type: none"> • Homework. • Information about how their children are getting on. • Activities outside of lessons.

The inspection team agrees wholeheartedly with the positive views expressed. The amount and quality of homework are judged as good and tasks support classroom learning very well. There is a varied range of extra-curricular activities over the year that is judged as very good considering the size of the school. Overall, the team judges that parents have access to a good amount of information about their children's learning and progress. Two out of the three parents' evenings have an informal format and this is an issue for some parents that the school may wish to consider.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average and put the school in the top five per cent in the country. Pupils, of all ages, make very good progress

1. Pupils make rapid progress in Years 1 and 2. In the 2002 National Curriculum tests for Year 2 pupils, their attainment in reading and mathematics was well above the national average, and above average in writing. In reading, mathematics, and the teacher assessments for science, around 50 per cent of pupils attained the higher Level 3. For writing, the percentage was lower but still above average. This year, the promotion of writing skills has been a focus for improvement and in lessons, some very good standards were seen. In a Year 2 lesson, for example, pupils wrote instructional texts, following the correct formula and using clear commands. By this age, pupils have learned to adapt their writing to suit a particular purpose. For example, they experiment with different openings to fairy tales or write a news report. Pupils use capital letters and full stops accurately, with many also using speech, exclamation, and question marks correctly. Pupils read fluently, recognising a wide range of words on sight and using clues within the plot to work out new words. They recognise the features of both fiction and non-fiction texts and know how to use the contents and index sections to find information. All take books home regularly and are very well supported by parents. Skills in speaking and listening are very well developed.
2. In Years 1 and 2, pupils have a very good understanding of number and calculate in their heads accurately. They understand the concept of multiplication and recall facts from the 2, 5, and 10 times tables at random. Working at advanced levels, pupils use pen and paper methods to work with numbers in the hundreds. They clearly understand the value of each digit, explaining whether it represents a hundred, ten or unit. Pupils are very confident in using different methods to calculate and make reasonable estimates of answers to mathematical problems. When adding or subtracting, they use their knowledge of doubling, rounding up or down or partitioning numbers. They work out which is the best way, considering time and accuracy. They apply their mathematical skills very effectively when dealing with problems related to money. Pupils understand the concept of 'equal shares' and work on calculations involving division. The higher achieving ones begin to see the relationship with multiplication. For example, they discovered that 4 bowls with 2 sweets in each equals 8, and 8 sweets shared between 4 people equals 2. Pupils use scientific vocabulary when devising their fair tests and have completed some very good work on forces and materials. Skills of observation and investigation are very well developed and provide a solid basis for the challenges that pupils meet in Years 3 to 6.
3. In the national tests for Year 6, attainment in English, mathematics, and science was very high and puts the school in the top 5 per cent within the country. Results are also well above the average for similar schools. All pupils reached the expected Level 4 in all three subjects and a very high number attained the higher Level 5. In mathematics, it was 67 per cent, in science 83 per cent and in English, 54 per cent. By the end of Year 6, pupils read with very good expression and show very good levels of comprehension. They have very well developed skills of prediction, inference and deduction that allow them to 'read between the lines' and to investigate which techniques have been used by the author. Pupils in Year 5 examined the poet's use of metaphor and then tried the technique themselves. Some excellent standards were seen as pupils worked in pairs to draft their ideas. One pair wrote 'Fog is shimmering angel dust spilling out of heaven' and another pair thought that the sun was 'A juicy orange in a blue fruit bowl'. Some powerful images were produced in Year 5's work on abstract words; for example, one pupil wrote 'Peace lives on top of a rainbow'. Pupils extend their reading experiences across a wide range of styles, including fiction, non-fiction and poetry. They are familiar with significant authors and compare the craft of poets such as Lear and Nash. In their fiction writing, pupils have a secure grasp of punctuation and grammar, using clauses effectively to add detail and interest to their sentences. Handwriting is of a consistently high standard, with some pupils developing their own, neat style. Pupils are very confident in expressing their opinions, often justifying their views with clear evidence.
4. Mathematical skills develop well throughout Years 3 to 6 and by the end of Year 6, pupils work very confidently with decimals, fractions, and percentages. They work on complex calculations that involve all four rules of number and their problem solving skills are excellent. Many pupils add and subtract by splitting

numbers, and this greatly increases the speed at which they calculate. Pupils know the importance of checking the accuracy of their answers by rounding off and estimating. Some exceptionally high standards were seen in a Year 6 lesson where pupils worked on co-ordinates within four quadrants. They showed a thorough understanding of mean, mode, and range, often working at advanced levels for their age. Data handling skills are very good. Pupils collect and tabulate their own data and display patterns and relationships through graphs and diagrams, often selecting appropriate computer programs to support their work. In science, pupils experience a wide range of practical activities that stretch their experimental skills to the full. They gather evidence in order to make a hypothesis and then design an experiment to test it. They are aware of the need for accurate measurements and know that they must eliminate variables if the results are to be reliable. In one Year 5 lesson, pupils came up with some interesting ideas to explain why droplets of condensation varied in size and began to think about how they could test their theories. Throughout the lesson, they spoke and acted as true scientists, looking for patterns and relationships to explain the phenomenon.

5. Pupils use their English and mathematical skills very effectively to support their learning across the whole curriculum. The quality of writing is very good when recording work in the different subjects and hardly any worksheets are used. Mathematical skills are especially well applied in science to measure accurately and in information and communication technology when controlling and directing the movement of floor robots. This helps to promote skills for life and prepares pupils well for the challenges of secondary school education.
6. During the inspection, lesson observations and a scrutiny of work indicated similar high standards to those seen in the 2002 tests. The school is likely to achieve the targets set for this year in English and mathematics. Many pupils who have special educational needs, or who have difficulty in learning, achieve the expected Level 4 by the end of Year 6. This illustrates the very good quality of the school's provision for these pupils and the high quality of support that they receive. Pupils who speak English as an additional language make progress that is equal to their peers and most are fluent in two languages.
7. In returned questionnaires, 97 per cent of parents agreed that their children were making good progress and, at the meeting. They expressed great satisfaction with the standards achieved. There have been very good improvements in attainment since the last inspection when standards were around the average mark.

There is very good provision in the reception class that ensures children make very good progress in all areas of learning

8. Children in the reception class make a very good start to their education. When they first come to school, there are wide variations in their prior experiences and learning. Because of this factor, the teachers have developed a very good induction programme for children and their parents, which runs over the term before the children start school. There are visits, workshops and meetings aimed at providing useful information for parents, not simply about school routines but also about what and how their children will learn. The children themselves become familiar with the adults and their new classroom environment. Because of this input and the very good personal education provided, children quickly settle into school life. The assessments carried out when children enter the reception class reflect the success of the induction programme. Overall, attainment on entry is above average although in almost every group of pupils, some have special educational needs.
9. During their time in the reception class, children gain a very good grounding in communication, language and literacy and mathematical understanding. By the time they enter Year 1, they have reached the goals in learning expected of the age group and most have progressed further and are working in the National Curriculum programmes of study for English and mathematics. During the inspection, children were blending letter sounds to read new words such as 'sn-a-p' or 'fl-o-p'. Some higher attaining children were able to spell simple words and to write sentences. This is well above expectations for the age group. Children take books home to read and enjoy their stories. They recognise common words and use clues in the book, such as pictures, to make sense of new text. Parents are invited to literacy evenings where the teacher provides ideas on how to use the activities in the 'storysacks' that are available for borrowing. These include a variety of games, retelling and listening activities, all of which promote learning very well. Work in books showed that children have a secure understanding of the concepts of addition and subtraction. They calculate 'one more'

and recognise most coins. They count to 100 and accurately write numerals to 10. In practical activities, children show a good understanding of 'heavier, bigger and longer'.

10. Children progress very well in personal skills, knowledge and understanding of the world, and creative and physical development. Overall, standards are above those usually found in this age group. During their 'Mothers Day' presentation, all the children showed great confidence as they spoke individually to their audience. In small group discussions, children take turns to speak and to listen politely to others. They are confident when interacting with adults. In one excellent session, children spoke to the teacher and their friends about their weekend activities and answered some interesting questions put to them by the audience. Established routines ensure that children tidy away equipment and learn where everything goes. They help one another, respect other people's space and share resources freely. Children develop personal responsibility and initiative; when getting ready for physical activities they fold and organise their belongings carefully with a minimum of help from adults.
11. As children's knowledge and understanding of the world is extended they begin to explore their surroundings, identify similarities and differences and to ask relevant questions. These are all essential skills for later work, especially in science. They talk knowledgeably about the life cycles of butterflies and frogs and enjoyed their visit to the school pond where they very patiently waited to spot creatures. Boys and girls take on various roles in the class 'Garden Centre'. They show imagination in their play and begin to mimic adult language and actions. Children enjoy music and are learning simple songs from memory. Their singing is tuneful as they follow the very good model provided by the teacher. In their physical activity outdoors, they steer wheeled toys carefully around the curved track, showing a good awareness of safety. Some children enjoy counting how many skips they can complete without stopping and devise their own competitions.
12. Teaching is very good and makes a significant impact on the rapid pace of learning. Lessons very cleverly consolidate and extend the children's developing skills, knowledge, and understanding. During the week of the inspection, the continuing theme was 'Gardens' and activities included reading stories of the 'Hungry Caterpillar' and sequencing pictures of the frog's life cycle. Children had previously painted flower pictures from observation, grown cress and visited a local Garden Centre. In this way, new learning is practised and enhanced. Planning is thorough and all adults in the class know exactly which groups they will work with and the expected outcome of the session.
13. Since the last inspection, improvements have been excellent. The new building is light and spacious. The classroom is very stimulating and extremely well organised. Resources are of high quality and have been chosen with great care; books are arranged at eye level and equipment is clearly labelled so that the children can access whatever they need independently.

Teaching is very good throughout school and is often excellent

14. The quality of teaching is a major strength of the school and has a significant, positive impact on pupils' learning. In over eight out of ten lessons seen during the inspection, the teaching was very good or excellent. The teachers plan effectively for exciting activities to capture pupils' interests and this generates an enthusiasm for learning. Parents' returned questionnaires show that 98 per cent agree that teaching is good. Similar views were expressed at the parents' meeting, and letters written to the inspectors reflect the same high opinion. The quality of teaching has improved further since the previous inspection when it was good.
15. Teachers create very good links between subjects so that the pupils have many opportunities to extend their skills and expertise to the full. Teachers make very good use of time and work hard to make learning relevant and to promote skills for life. For example, as the Year 4 pupils walk to a local sports club for their hockey lesson, they observe seasonal changes in the countryside. This additional science activity promotes observational skills effectively. In a Year 3 mathematics lesson, the teacher used real money and presented pupils with realistic shopping problems to work out mentally. These included totalling the bill, giving the correct coins and working out change. In Year 2, the concept of remainders was skilfully introduced through a practical activity where pupils discovered for themselves that amounts do not always divide equally. There are very good opportunities for pupils to extend their collaborative skills through group and paired work where they negotiate their role, take turns and consider alternative views.

16. Lessons are very well planned and structured; teachers have very high expectations and learning is brisk. The teachers make clear to pupils what is to be learnt, giving a clear focus to the lesson. They often conclude lessons with a session to assess learning, to tackle any misconceptions and to congratulate pupils on their successes. These very effective strategies allow pupils to evaluate their own learning. In a Year 1 English lesson, pupils read out their stories of the 'The Magic Seed', and checked their work with their targets for writing to check how well they were doing. Teachers direct questions of differing levels of difficulty to ensure that everyone is actively involved. Teaching assistants are very well deployed to help those who might otherwise find it difficult to keep up with the fast pace of whole-class sessions. All oral contributions are valued and handled sensitively and this encourages pupils to 'have a go'. Lesson preparation is very good. Carefully chosen resources are organised and are readily available; pupils' books and other consumables are always to hand and classroom routines are very firmly established. This means that lessons start on time and proceed without interruption. Pupils' work is conscientiously marked and often includes encouraging praise where good standards are achieved or sustained effort made. Teachers write very useful comments to point out ways to improve. Pupils take note of these and complete any corrections conscientiously.
17. In the best lessons, teachers constantly assess what each group is learning and set the next challenge accordingly. For example, in a Year 1 history lesson, the teacher set a series of short tasks for the pupils based on enquiry skills. Between each one, she called them together to check learning before moving them on to the next activity. Consequently, each group had the support or challenge that they needed and made rapid progress. Similarly in a Year 5 music lesson, pupils worked in small groups to rehearse and perform their parts in a class composition. When the teacher was satisfied with the standard of work, they began to put the whole performance together. As a result, the quality of the finished piece was commendable. Teachers encourage pupils to think for themselves, to ask questions, explore, experiment, and investigate. For example, in a science lesson in Year 6, the pupils explained that they were not satisfied with the findings of one experiment to find out which washing up liquid makes the best bubbles. They rightly pointed out that the blowers were of different sizes and that they had not been thoroughly cleaned between dips into the different substances. They concluded that these variables must be eliminated to obtain valid results.
18. Teachers set homework projects in Years 3 to 6 that allow pupils to extend their research skills and to become independent learners. Such work builds very well on pupils' developing literacy skills and allows for free expression. Projects on the topics of the Tudors and India were of high quality and work of this nature is supporting pupils' education very effectively outside the classroom.
19. The teachers' planning is detailed and provides for activities at different levels of challenge that build accurately on prior learning and keep pupils on track to meet their learning targets. Assessment results are scrutinised and analysed so that weaknesses can be corrected and future work planned at the correct level. This is a major factor in the very good progress seen. Each term, teachers inform parents of their children's targets for learning and about the different topics they will study. This is a useful way of involving parents in the education process.
20. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is very good throughout the school and enables them to make very good gains in learning. The requirements of individual education plans are fully built into daily activities. Designated members of staff provide appropriate support to meet individual and group needs, especially in English and mathematics. In one English lesson, three adults led group sessions. They intervened in, and guided the learning process, very effectively so that all pupils were able to achieve the goal set for them. Specialist teachers provide focused support by helping to develop pupils' personal and organisational skills or by working on a specific area of difficulty. A teaching assistant provides a lunchtime club for pupils to give them an extra boost to their reading and writing skills. She plans an interesting mixture of games, shared reading, and instruction that is enjoyed by all and promotes good progress.

The broad curriculum provides a very good range of learning opportunities for pupils of all of ability groups. The school provides a varied selection of experiences to enrich and extend pupils' interests and talents

21. The school provides a very broad and interesting curriculum. It includes all subjects of the National Curriculum and religious education. There is very good enrichment of learning, through a varied range of experiences. Pupils who are gifted or talented have tasks to extend and challenge them. In response to the key issue of the previous report, the school has developed a good programme for personal, social, health and citizenship education. The national strategies for literacy and numeracy are well established and adapted to meet the needs of the pupils, especially those capable of higher attainment. The success of the curriculum is seen in the high standards achieved. In replies to the parents' questionnaire, 97 per cent agreed that 'my child likes school', and this is a further indicator of the quality of learning experiences.
22. The quality and range of learning opportunities for children in the reception class are very good, as detailed in a previous section of this report. In Years 1 to 6, the curriculum provides pupils with many memorable experiences. They listen to specialists who come to school and visit places of educational interest. In discussions, the pupils talk enthusiastically about the visit of a scientist who conducted some interesting experiments and brought a selection of reptiles for the pupils to observe. Other visitors include authors, artists, sportspeople and musicians. Pupils learn from first hand experience when they visit museums, art galleries, or sporting venues. Pupils enjoy residential visits during their junior years, building up from a two-night stay to four nights when they are in Year 6. Pupils talk with great enthusiasm about these opportunities, which very effectively support the development of social skills and independence. The school's 'theme days' are a great favourite with pupils. They recently enjoyed a 'Japan Day' and a 'Book Day' where learning and fun came together. Resources in the local area are very well used to provide practical learning experiences for the pupils, for example when they visit the church, the local sports club or go for country walks. Members of the community give their time freely. The vicar leads worship on one day each week and the pupils enjoy his lively presentations. A local pianist is a valuable asset in assemblies and concerts, providing a live accompaniment to singing rather than the usual recorded music. Pupils have valuable opportunities to extend their performing and presentation skills through events at summer, harvest, Christmas and Easter. Throughout the year, there is a broad programme of work outside the classroom, which helps to broaden pupils' horizons and provides an extra dimension to learning.
23. Planning exploits links between subjects very effectively. For example, in a Year 6 dance lesson, pupils used their scientific knowledge of forces and developed their skills of co-operation as they worked in unison. Some children in the reception class extended the application of their information and communication technology skills as they used the electronic microscope to investigate living things. Pupils in Year 1 are working through a 'Let's Think' project to enhance their reasoning skills. This work helps to develop mental agility as pupils hold several pieces of information in their heads. Their speaking and listening skills are also extended when they explain their train of thought to the rest of the class. Plans in all year groups include work at different levels so that the talented or gifted pupils have appropriate extension activities. In one Year 6 mathematics lesson, for example, some pupils were working at a level more usually expected of 14 year-olds.
24. One highly successful feature of the curriculum throughout the school is known as 'Golden Time'. Once each week, pupils have the opportunity to select from a very wide selection of activities that are changed on a regular basis. In the Years 3 to 6 classes, for example, they can choose from football, bead craft, chess, puzzles, modelling, or cooking. Parents willingly help out, using their particular talents for the benefit of the pupils. The school also secures the help of specialists to provide further experiences and staff and governors are currently looking to expand 'Golden Time' opportunities for music, craft and drama.
25. Activities out of school time are varied. The very good programme changes each term so that the pupils of all ages have opportunities to try something new. Children in the reception and infant classes have 'soft ball' tennis sessions whilst older pupils can try out fencing, athletics, photography or learn to play the recorder. The choir sessions are well attended and the quality of singing is exceptionally good. An enthusiastic teacher finds material that the pupils enjoy performing. Members were given the experience of working with professionals to record their singing onto a CD that is of a very high quality.

26. Totley All Saints is an inclusive school where all members of the community have full access to all parts of school life. Provision for pupils who have special educational needs ensures that they make very good progress. Both adults and fellow pupils sensitively support those who have behavioural or emotional difficulties so that they gain full benefit from their lessons. Pupils' individual education plans provide a good guide for lesson planning and ensure the right support at the right time. Parents understand their children's targets and are advised on how to help at home. Review sessions are held each term where parents meet the headteacher, teacher and special educational needs co-ordinator to discuss progress and further support. The breadth of learning experiences that the school provides helps to ensure that those pupils who find difficulties in one area have lots of opportunities to succeed in another. For example, some pupils who need help with writing are recognised as good artists or for their sporting talents. As a result, pupils grow in confidence and develop good levels of self-esteem.

There is a very good emphasis on developing and nurturing pupils' personal development. As a result, pupils have very good attitudes to learning, behaviour is very good, and there are excellent relationships throughout the school

27. In accordance with its mission statement and Christian foundation, the school is a caring community that promotes a strong sense of right and wrong through all aspects of its work. Provision for spiritual, moral, social and cultural development is very good. There have been very good improvements since the last inspection in the provision for cultural education and good improvements in promoting spiritual, moral and social development. The easily understood rules reflect a moral code centred on honesty, respect and co-operation. All adults speak to the pupils with courtesy and this is very successful in promoting mutual respect. Parents commend the school highly for its work in developing very positive attitudes amongst pupils. In returned questionnaires, 95 per cent of parents agreed that behaviour is good. At the meeting, parents spoke about the school's success in supporting those pupils who have behavioural difficulties. During the inspection, there was no sign of any oppressive behaviour or bullying.
28. The successful promotion of pupils' personal development is reflected in the very high standard of behaviour. The school has introduced some successful strategies to foster and maintain a secure awareness of social and moral issues in their pupils. From the first days in school, children are taught a clear understanding of right and wrong. All adults consistently apply rules. Lunchtime supervisors and helpers are well-briefed about expectations. A well-established reward system provides very good motivation for hard work, good manners, and thoughtful actions. Adults and children speak and act calmly and a raised voice is rare. This is largely because the discipline and behaviour policy is not so much imposed but is owned and shared by all members of the school community. Year 6 pupils show a thorough understanding of rules in society and make up some of their own to ensure safety and well-being in various situations. There have been no exclusions in recent years.
29. The pupils' attitudes to school are very good and contribute greatly to the positive learning environment that exists and the very good progress made. This is a major strength of the school. During lessons pupils are well motivated, work hard, and respond very positively to the constant encouragement and praise that they receive. They listen to each other thoughtfully and offer constructive suggestions when engaged in collaborative projects. The pupils tidy away willingly after lessons and they are very sensible when involved in practical tasks. Pupils are at ease expressing their feelings to the class teacher and in front of their friends, especially in small-group discussion time where they frequently offer thought-provoking contributions. One pupil explained that 'It fixes your heart' when people say good things about you. School assemblies convey a strong sense of spirituality and are reverent occasions in which the pupils show, through tone and posture, the importance of prayer in their lives. In worship taken by the vicar, pupils considered how the father of the prodigal son might have felt when he left. Descriptions such as 'heartbroken' clearly showed that the pupils were empathising with the situation and exploring feelings in a mature way. There was silence in the hall as some Year 6 pupils acted out the 'Last Supper' and effectively illustrated the effect of betrayal. Pupils show a healthy respect for the beliefs and feelings of others and willingly offer help and support where it is needed. The entries in the prayer books show deep concern for one pupil who has recently suffered a family bereavement. The prayers and messages entered are very moving. Many opportunities are created in lessons for pupils to develop their sense of spirituality through the stimulation of a sense of excitement and wonder about the natural world around them.

30. The school's well planned personal, social, health and citizenship education programme permeates all areas of the curriculum and supports pupils' personal development further. Pupils' spiritual, social, moral and cultural development is extended very well through their studies in religious education. They write about issues in a mature way, showing concern. Through their work on world religions, pupils develop an awareness and understanding of other people's beliefs. Considerable efforts have been made to improve the provision for pupils' cultural development. The headteacher has consulted outside specialists to help ensure that resources and the curriculum reflect the multicultural nature of society. There are good examples of stories, art and music from around the world. Studies in subjects such as history have been checked to ensure a balanced view. The pupils themselves are taught to recognise the different ways that events are recorded and to detect bias. Pupils express their opinions on ethical issues and moral dilemmas, showing an ability to consider all views. They fully understand the concept of interdependence and exercise respect and consideration. In one project, pupils considered world hunger and exploded some of the myths surrounding the issue. The work was of a high standard and clearly showed that they are becoming aware of complex political influences and moral values.
31. Pupils are expected to contribute to the running of the school and they enjoy taking increased responsibility as they grow older. Pupils cover a very wide range of jobs, such as organising the hall for collective worship, operating the CD player or helping teachers to escort pupils back to the classroom. A group of librarians carry out their tasks very diligently. They have well-established systems for the borrowing and return of books. The organisation and tidiness of the library pays testimony to their commitment. The school's policy is to allow autonomy for pupils who volunteer for such responsibilities. The librarians, for example have bought, made and put up some attractive net curtains, they change the wall displays and are currently trying out different colours of tablecloths to see which looks best. They value the freedom they are given whilst also recognising the degree of responsibility that goes with it. The deputy headteacher is currently working on developing a school council to involve pupils formally in school decision making. Pupils consider those less fortunate than themselves when they collect funds for charities. Relationships amongst members of the school community, regardless of ethnic or social background, are excellent. The result is a harmonious community.

The headteacher provides excellent leadership and management and is very ably supported by the deputy headteacher. The governing body provides very good leadership and management for the work of the school

32. The headteacher sets very high expectations of staff and pupils. Her excellent leadership and management are major strengths of the school and are highly valued by the governors. As a result of her leadership, the school has driven standards of attainment to a level that is well above the national average. She works in a very effective partnership with the deputy headteacher who plays a pivotal role in maintaining good communication with all staff and in providing an excellent model of classroom practice for colleagues. Together, they are very successful in promoting an environment where pupils work very hard, enjoy excellent relationships, and show great respect for other people's feelings. All staff and governors are firmly committed to the school's aims that are rooted in its Christian foundation and include a strong emphasis on personal as well as academic development. The essence of the school's mission statement is evident in all aspects of its work. An analysis of returns from the parents' questionnaires shows that 99 per cent are satisfied that the school is well led and managed.
33. The delegation of responsibilities to staff is very effective and efficient. It ensures the smooth running of the school on a day-to-day basis. The subject co-ordinators for English and mathematics monitor teaching and learning in their subjects and quickly address any issues that arise. They maintain a good range of quality resources for learning and provide expert support for their colleagues. The deputy headteacher gathers, analyses and evaluates a wide range of assessment data. The subject managers then use this valuable information to check that pupils are making the expected progress, to set new targets and to identify any area of the curriculum that may need improvement. This is a major and very effective element in the school's evaluation system. Leaders of the other subjects are allocated management time when they check planning and completed work and have opportunities to observe lessons. They have a good overview of teaching and learning in their subjects which enables them to produce annual action plans, thus maintaining the drive for improvement. Classroom assistants and non-teaching staff are valued highly; all have a clear list of

responsibilities and are included in the school's system of staff development. A series of handbooks underpins the consistency in routines and expectations.

34. The management of special educational needs provision is very good indeed. The governors commit additional funds to ensure good levels of support and resourcing. Termly staff meetings ensure that information is shared and that any small issues are tackled early before they become problems. The coordinator for special educational needs is very knowledgeable and has an excellent overview of provision and the pupils' progress. Links with parents of these pupils are very good so that they play an active part in supporting their children. The governor with responsibility for special educational needs provision is a frequent visitor and has a thorough insight into the school's work.
35. Members of the governing body have an extensive range of experience between them, which they use to ensure a very good quality of provision. There is a very positive and productive relationship between the governing body and the school. Governors are well informed about attainment and target setting as they check data and have regular reports from the headteacher. They keep a watchful eye on the curriculum and receive reports or presentations from the subject leaders. They have great confidence in the headteacher but expect her to be accountable and ask her some searching questions. Some governors offer support in worship or classes and share their talents with pupils; others bring their professional expertise to the work of the committees. Through their named governor system, they are able to keep abreast of developments and play an active part in school improvement. They are actively involved in the evaluation of how well the school is performing and check that spending decisions lead to improvements in provision. Governors seek good value for money, not simply in terms of cost but also of quality. This is reflected in the very high standard of resources recently purchased and the extremely pleasant school environment. Overall, the governing body has a thorough working knowledge of the school that directly informs their decision making. Their long term strategic planning reflects their commitment to improvement and they have very good support from parents. The current focus is on providing a computer suite. The parents have committed themselves to buying the hardware so that the governors can focus on the building work. Such a committed partnership brings many benefits to the pupils and helps to maintain the strong sense of community at the school.
36. Systems of self-evaluation at the school are very good. Their effectiveness is borne out by the fact that the inspection process found no evidence of significant weaknesses. The views of pupils and staff are sought during the annual cycle of evaluation with an informal system for consulting parents. This ensures that all members of the community are heard but could be extended to gather a wider view of parents' opinions.
37. Administrative support at the school is very efficient. The administrator provides an analysis of income and expenditure that allows the headteacher and governors to keep very well informed about spending patterns. The reserves held at present are earmarked for the building costs of the planned computer suite. The headteacher and governors exercise very good resource management. The value for money provided by the school is very good because of the high quality of teaching, very good attainment, high standards in personal and social education and very strong leadership and management.
38. The vastly improved accommodation and grounds provide a spacious, bright and varied environment for learning and play. The plentiful areas for displays of work are well used to celebrate pupils' achievements. The outside play areas are spacious and have been thoughtfully designed to allow for safe games and quiet activities for all age groups. Great care has been taken in developing the new building for the younger pupils to make sure that it meets the requirements of the curriculum and is easily accessible to all. Facilities and resources for this age group are very good. This represents excellent improvement since the inspection of 1997. Standards of maintenance and cleanliness are very good. A vigilant site manager, the headteacher, and governors carry out regular safety checks. Swift action is taken where appropriate.
39. There have been very good improvements in school development planning since the previous inspection when the present headteacher was new in post. The three-year school improvement plan is based on the results of self-evaluation and shows clear educational direction. The annual plan shows exactly who is responsible for each initiative, the time allocation, costs and expected outcomes and is a very useful management tool.

WHAT COULD BE IMPROVED

40. The inspection team did not identify any major areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. There are no significant weaknesses at the school and therefore no key issues identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	12	2	1	0	0	0
Percentage	25	60	10	5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll

YR– Y6

Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs

YR– Y6

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	26

English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	14	14	15
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	90 (89)	93 (89)	97 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	15	15
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (93)	97 (96)	97 (96)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	10	10	10
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	100 (95)	100 (95)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	10	9	10
	Total	24	23	24
Percentage of pupils at NC level 4 or above	School	100 (90)	96 (95)	100 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	155	0	0
White – Irish	2	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.32
Number of pupils per qualified teacher	24.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	158

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	497,812
Total expenditure	507,269
Expenditure per pupil	2,536
Balance brought forward from previous year	69,228
Balance carried forward to next year	59,771

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.3
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	2	0	1
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	61	35	2	0	2
My child gets the right amount of work to do at home.	41	45	12	2	0
The teaching is good.	66	32	1	1	0
I am kept well informed about how my child is getting on.	27	45	19	5	4
I would feel comfortable about approaching the school with questions or a problem.	60	34	2	4	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	33	60	5	2	0
The school is well led and managed.	67	32	1	0	0
The school is helping my child become mature and responsible.	65	33	0	1	1
The school provides an interesting range of activities outside lessons.	33	50	11	2	4

Parents raised not other issues.