

# Totley All Saints Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	107156
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	309332
<b>Inspection dates</b>	4–5 February 2008
<b>Reporting inspector</b>	Peter Howard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev David Rhodes
<b>Headteacher</b>	Mrs Beverly Houghton
<b>Date of previous school inspection</b>	24 March 2003
<b>School address</b>	Hillfoot Road Totley Sheffield South Yorkshire S17 4AP
<b>Telephone number</b>	0114 2361934
<b>Fax number</b>	0114 2350052

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<b>Age group</b>	4–11
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a smaller than average primary school, which serves an area of social advantage. The proportion of children eligible for a free school meal is well below average. A small number of pupils are from minority ethnic backgrounds and very few pupils are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides rich and exciting opportunities for pupils which successfully promote their learning and personal development. Senior leaders have a strong focus on raising standards and creating a caring, safe environment in which children can thrive.

Children enter school with levels of skills and knowledge that are broadly in line with those expected for their age. They make a good start in Reception, where teaching meets their needs well. From Years 1 to 6 they make good progress and their achievement is good. In Year 6 they attain above average standards in English and mathematics. Recent improvements to the teaching of English, particularly writing, are having a good impact on standards in that subject. However, standards in mathematics are not as high as they could be because the teaching for the more able pupils is not always sufficiently challenging.

Pupils' personal development and well-being are good. They have positive attitudes to learning and want to do well. There are good relationships between pupils and staff. Pupils' behaviour is good and they are polite and welcoming to visitors. Their spiritual, social and moral development is good, but their understanding of cultures different to their own is at an early stage of development. Pupils value the many opportunities in school to take on responsibility and undertake their duties with maturity.

The quality of teaching and learning is good. There are very effective systems in place to check on pupils' learning and the information gained is generally well used to plan work that meets pupils' needs. Lessons are well organised by teachers, providing a good range of appropriate learning opportunities, including the use of information and communication technology. Teachers are careful to explain what pupils are expected to learn in lessons and this helps pupils to focus on what is important and to make faster progress. However, there are not always sufficient opportunities to help pupils to think for themselves and develop independence. The quality of the curriculum and other activities is good. The increasing practice of providing longer blocks of time to study topics that make links between subjects is making learning more enjoyable and meaningful. There are a good range of activities to enrich learning, including visitors to school, visits off-site and several residential visits in Key Stage 2.

The quality of care, guidance and support is good. Pupils say they feel safe in school and feel confident that there are adults to turn to if they need advice or support. A strength of the school is the quality of the guidance given to pupils to help them improve their work. Marking is constructive and helpful and pupils are increasingly involved in checking on their own learning. A very effective system of setting pupils challenging targets helps them to know where they are going and what they have to learn to get there. Pupils with learning difficulties and/or disabilities receive good support.

The quality of leadership and management is good. The headteacher and senior management team provide clear leadership and there is a strong sense of shared understanding among the staff of what they are trying to achieve. This is reflected in the consistency with which so many recently introduced strategies are implemented throughout school. The school has a good understanding of its strengths and weaknesses and a good capacity for further improvement. It gives good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

On entry to Reception, children's skills and knowledge, while they vary from year to year, are generally in line with those expected nationally. Children make good progress and by the end of the year their attainment is above average. There are good links with the private on-site nursery and with parents, who are supportive of their children and the school. Induction arrangements are very effective and, as a result, children settle in well and their learning begins straight away. Teaching is good and well matched to the needs of young learners. For example, the use of a puppet engages children's interest in activities to develop their reading. Reception is well organised and children benefit from a good range of active learning opportunities inside and outside the classroom. There is a strong focus on promoting children's personal development and they are helped to develop independence and good social skills. There are very strong procedures for checking on what children know and can do, and work is accurately planned to meet their needs. Adults in the class work well as a team and the teaching assistant plays a very positive role in teaching and assessment. Leadership of the Foundation Stage is good and has a clear view of how to secure continuing improvement.

### **What the school should do to improve further**

- Ensure that the more able pupils are consistently given work in mathematics that is sufficiently challenging.
- Help pupils to become more independent learners.
- Improve pupils' understanding of cultures different to their own.

## **Achievement and standards**

### **Grade: 2**

Pupils continue to build on the foundations laid down in Reception and their achievement is good. In Years 1 to 6, pupils are benefiting from the impact of much improved systems to assess their progress and for the setting of challenging targets to guide their learning. As a result, they are making good progress. In the 2007 national assessments of reading, writing and mathematics at the end of Year 2, pupils attained above average standards. Pupils currently in Year 2 are working to similar standards. Overall standards at the end of Year 6 are typically above average. A downturn in standards in English in recent years has been addressed by effective improvements to provision. Pupils currently in Year 6 are working at above average standards in that subject and in mathematics. The more able pupils in English are responding well to high levels of challenge, but the school is aware that in mathematics the level of challenge is not sufficient to extend all learners. As a result, not all of the more able pupils reach the higher levels expected of them in that subject. Pupils with learning difficulties and/or disabilities receive good support, from well targeted intervention strategies, and they make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral and social development is good. However, pupils' understanding of cultures different to their own is at an early stage of development. Pupils get on well with each other and with adults in school. Older pupils value opportunities to care for others when they act as playground leaders or reading buddies. Pupils are learning the difference between right and wrong and their behaviour is good. They enjoy school and their positive attitudes to learning

contribute to their successes in the classroom. Attendance is above average. Pupils are learning how to live a healthy lifestyle. This is seen in their participation in sporting activities, their support for the 'Park and Stride' scheme and the success of the healthy tuck-shop. Pupils have a good understanding of how to keep safe. They enjoy taking responsibility and making positive contributions to both the school and the wider community. They are enthusiastic about their part in the school council and involvement in fund-raising for deserving causes. Pupils are well prepared for their move to secondary school and are confident about their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. Occasionally teaching is less successful and this slows the rate of progress pupils make in some lessons. This is seen, for example, on those occasions when teaching for the more able pupils in mathematics lacks sufficient challenge. Classrooms are lively places, where display is effectively used to stimulate interest and support learning. Planning is thorough and contributes to good teaching. Teachers make effective use of a good range of teaching strategies, for example, interactive whiteboards, effective questioning skills and talk partners, to extend pupils' learning. Good use is made of lesson objectives to focus pupils on what the lesson is about and to inform teachers' marking. Pupils are being increasingly involved in assessing their own progress and that of their peers. However, teaching provides insufficient opportunities for pupils to develop independence and think for themselves. Teaching assistants give good support, both to pupils with learning difficulties and/or disabilities who need individual help and to groups of pupils, for example, in the effective intervention groups that are run to accelerate pupils' progress.

### **Curriculum and other activities**

#### **Grade: 2**

There is a strong focus on English and mathematics, which is successfully contributing to accelerating pupils' progress. The school is in the early stages of introducing a themed approach to the curriculum, which seeks to develop links between subjects and give pupils sustained opportunities to explore them in topics, such as European Language Day and the major celebration of the school's 130th birthday. These opportunities are making learning interesting and fun. They bring colour and vitality to learning and a richness of experience into the curriculum. There is a good range of activities that enrich the curriculum. For example, the teaching of French, visits into school by a local vet and puppet theatre, off-site visits to Chatsworth and Jorvik, and residential visits in Years 4, 5, and 6. There are close links with the church and the grounds of the school offer many opportunities for learning.

### **Care, guidance and support**

#### **Grade: 2**

This is a caring school that looks after pupils well. Pupils have trust in the adults in school and are confident to approach them if they are troubled and, as a result, pupils feel well cared for and safe. The necessary procedures are in place for safeguarding pupils and for protecting their health and safety. Pupils with learning difficulties and/or disabilities are well supported through good links with parents and support agencies. As a result, these pupils make good progress. Academic guidance is a strength of the school. Marking is consistently helpful to pupils and

the system for setting pupils' challenging targets to aim for in their learning are well established. The partnership with parents is enhanced by the way these targets are shared with parents so they can help their children at home. There are good procedures in place to support pupils entering school and for those moving onto secondary education. The great majority of parents are happy with the care and support given to their children.

## **Leadership and management**

### **Grade: 2**

The headteacher is well supported by senior managers and together they provide a clear vision for the school's continuing development. They have communicated this vision effectively to school staff, who have given it their full support. This has created a shared purpose among staff that has helped drive an effective programme of improvements, the impact of which can be seen in the accelerating progress that is evident in pupils' work. Checking on teaching and learning is rigorous and the school has a good understanding of its own strengths and areas for development. Written plans to promote further improvement are clearly written and the key priorities they identify are well considered to lead to improvement. Subject leaders are increasingly effective in raising standards in their areas of responsibility. Governors are very committed to the school, although they don't always have a sufficiently strong understanding of the school's strengths and areas for development. There are good partnerships with outside agencies and bodies, such as the private on-site nursery and the church, which support the school's work. The great majority of parents give the school strong support.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A**

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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## Annex B

### Text from letter to pupils explaining the findings of the inspection

On behalf of the inspectors who visited your school recently, I would like to thank you for your polite and friendly welcome. We really enjoyed meeting you and listening to what you had to say about your school.

We judge that yours is a good school and these are some of the positive things we found.

- You enjoy school and enjoy participating in all the activities.
- Children in Reception make a good start to their school life.
- You make good progress in your learning.
- Your behaviour in school is good and you get on well with each other.
- Adults in school look after you well and you feel safe.
- You are learning how to make healthy choices about diet and exercise.
- Teaching in school is good and teaching assistants give you good support.
- There are a good range of visitors to school, visits out of school, such as residentials, topic work and clubs, which help you to learn.
- The headteacher, staff and governors are working hard to improve your education.

Your school is well managed by your headteacher and other staff. That is why there are so many good things happening in your school. We have some ideas to help make it even better.

We have suggested that the school should:

- make sure that the work set for those of you who are good at mathematics really makes you think
- give you more opportunities to think for yourself and be more in control of your own work
- help you to learn more about different cultures.

You can help too, by working hard in every lesson and aiming to really understand what you need to do next to get even better.