

# Totley Primary School

## Inspection report

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<b>Unique Reference Number</b>	107024
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	336789
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Cathryn Kirby HMI

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Farmer
<b>Headteacher</b>	Mrs Angela Lant
<b>Date of previous school inspection</b>	17 June 2008
<b>School address</b>	Sunnyvale Road Sheffield South Yorkshire S17 4FB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 16 lessons taught by seven teachers and held meetings with the headteacher, deputy headteacher and other school staff, groups of pupils, the school council, governors and a representative of the local authority. They held conversations with a number of parents and carers. Inspectors observed the school's work and looked at current assessment information, records of monitoring and self-evaluation, the school's policies and pupils' work. In addition, they analysed questionnaires completed by staff and pupils and 82 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement in English during the 2009/10 school year, particularly for the most able pupils and in writing at Key Stage 1
- consistency in the quality of teaching and learning between the key stages
- the impact of collective leadership and management responsibilities on the school's capacity for further improvement.

## Information about the school

This is a smaller than average primary school on the outskirts of Sheffield. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average and has risen since the last inspection. A below average but increasing proportion of pupils is eligible for free school meals. The school has been chosen as the host school for a new children's centre due to open in purpose-built, linked accommodation in September 2010. The previous inspection in June 2008 removed the school from special measures.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**1**

### Main findings

Totley Primary School is a harmonious and strongly cohesive community. Since the last inspection the impact of the school's leadership on improving pupils' achievements has been exceptional. Parents and carers are overwhelmingly positive in their comments about the school and recognise the significant changes that have taken place over the last two years. The positive relationships between staff and parents and carers are evident at the start of the day and contribute to children making a happy and confident start to their lessons. A caring ethos permeates every classroom. Pupils enjoy school and feel very safe.

Pupils' attainment is above average and improving in both key stages and all subjects. All groups of pupils make the same good progress as a result of consistently good teaching. Staff are thoroughly attuned to pupils' individual academic and personal needs and ensure that these are well met. Pupils are proud that their views on school life are actively sought, for instance in shaping the outstanding curriculum. Just occasionally, lesson planning within the strong teaching team is not sharp enough to enable all pupils to get the best from the innovative skills-based approach to learning. Outstanding care and learning support ensure that all pupils, including those with the most complex special educational needs and/or disabilities and the most able, thrive in a nurturing environment.

Outcomes of provision to support pupils' personal development are never less than good. Pupils' attendance and behaviour are outstanding. Pupils have a keen sense of social and moral responsibility. They have high expectations of themselves and each other. The strong focus on developing skills for independent learning and the good opportunities to interact with the local community prepare pupils to be capable young citizens of the future.

The Reception class prepares children well for Key Stage 1. This provision has a number of strengths. Children receive high-quality care. However, the indoor space is cramped and the outdoor area and resources are a weakness. Work is scheduled for the summer break to address shortcomings in the physical environment. The school recognises the need to monitor closely and enhance the security of the outdoor area used for physical education and by Reception children and Key Stage 1 at break times. In response to inspectors' concerns senior staff took appropriate action during the inspection.

Highly effective systems for self-evaluation enable the school to identify strengths accurately and tackle weaknesses decisively by aligning priorities with appropriate actions to bring about improvement swiftly. The headteacher, supported by the governing body, has built a strong team of staff that collectively represents a powerful

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force for sustaining the school's improvement. The school strives successfully to be inclusive and in so doing provides good value for money. It is well placed to maintain the upward momentum.

## What does the school need to do to improve further?

- Strengthen further the good teaching of the skills-based curriculum by:
  - ensuring that all lesson plans distinguish clearly between the knowledge and understanding that pupils will acquire and the skills that they will develop
  - ensuring that all pupils, especially the youngest, are focused on tasks during independent learning activities.
- Develop provision in the Early Years Foundation Stage so that it consistently matches the high quality found in the rest of the school by:
  - making best use of the new outside space planned for September in order to address long-standing shortcomings in outside provision
  - achieving consistency so that every learning opportunity reflects the best practice in this key stage.
- Ensure that security and supervision arrangements, tightened up during the inspection, become firmly embedded into daily routines, by:
  - securing the school site at all times
  - providing sufficient staff to supervise outdoor activities at all times with the utmost vigilance.

## Outcomes for individuals and groups of pupils

**2**

The pattern of pupils' achievements over the last three years shows a rapidly improving trend. Pupils' overall attainment is above average. All groups of pupils make good progress as a result of good teaching, outstanding care and additional support which meets their needs exceptionally well. Across the school, pupils' attainment in English has risen during this school year as a result of actions taken to improve the quality of their writing. Current assessment information shows that attainment at the higher level for Year 6 pupils is well above average in all core subjects and end of Key Stage 2 targets have been surpassed. This represents further improvement.

Pupils show enthusiasm for learning. They enjoy good relationships with their teachers and each other. Stimulating activities capture pupils' imagination and provide frequent opportunities for them to collaborate with each other. As a result, they almost always make good progress in lessons. Pupils' behaviour is exemplary. Good social and moral development is evident when, for example, Year 6 playground leaders take good care of younger pupils while refereeing their break-time football games. Younger pupils are proud to be register monitors or elected class representatives on the school council. Older pupils encourage the younger ones to contribute in mixed-age gatherings. Teamwork is emphasised in lessons and through the well-attended sports clubs and

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other additional activities. A group of Year 4 girls explained confidently to inspectors the break-time activity rota and stressed the importance of sharing.

The popular drama and film clubs attract pupils from all age groups and abilities, and contribute to their cultural development. The strong emphasis on inclusion means that the exceptional range of clubs and activities provides something for every pupil and all participate. Pupils' adoption of healthy lifestyles is evident in their enjoyment of an excellent choice of healthy eating options and high levels of participation in sport. An impressive array of trophies is displayed in the entrance foyer. The outdoor tables and parasols bring a grown-up feel to dining. Pupils value the experience of chatting with friends over lunch in the sunshine.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good teaching provides a consistently sharp focus on learning. Teachers use effectively a wide range of strategies to ensure that all pupils understand the work set and make good gains. Pupils' learning benefits greatly from the innovative curriculum. They told inspectors that 'learning was fun'. Frequent opportunities in lessons allow pupils to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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develop their skills in speaking and writing. Just occasionally, teachers make the introduction to learning activities too long and interest wanes. Sometimes lesson plans do not distinguish clearly enough between the knowledge and the skills that are to be developed and this makes the usually effective checks for learning less so. Pupils respond well to activities which encourage independent learning and include an element of choice, although younger children in particular can find it difficult to keep on track for extended periods without an adult's prompt.

Pupils enjoy the mixed-age creative curriculum options including, for example, journalism, cookery and jewellery design. Film club is very popular and film-making extends pupils' skills in the use of information and communication technology. Pupils' views inform topic and option choices. Bright and engaging displays celebrate pupils' achievements, support learning, share widely the good experiences arising from links within the local community, communicate whole-school priorities and celebrate the rich cultural diversity of the world today.

The exceptional quality of care is evident in the excellent relationships between pupils and staff. Pupils with complex needs are integrated very well into school life. One pupil told inspectors, to nods of agreement from his friends, 'All the teachers and other children are really kind.' Many parents and carers commented positively on the individual care and attention their children and sometimes they themselves receive from the school. Consistently high-quality learning support helps pupils with special educational needs and/or disabilities to achieve well. Inspectors observed high standards of presentation in pupils' books and helpful marking for improvement. In response to parents' and carers' suggestions transition to the next year group will take place before the end of term. Pupils are looking forward to settling into new surroundings and spending time with their new class teachers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's clear direction has led to exceptional improvement. She has systematically built capacity and developed confidence and competence among the wider leadership team. All leaders and managers strive for excellence. The work to improve teaching has had a significant impact on improving academic outcomes year on year. The quality of provision benefits substantially from strong partnership working with the local family of schools, and social and health care practitioners. Provision promotes

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good community cohesion. Engagement with parents and carers is seen as a priority and takes many forms. Parents and carers recognise the school's senior leaders as a force for change. An outstanding commitment to equality of opportunity is at the heart of the school's provision. Governors know the school well. Link governors are regular visitors and are well known to staff and pupils. The progress committee meets frequently, offering good support and challenge. Safeguarding policies are in line with requirements and staff are suitably trained. The school and governors recognise that new procedures for site security are of the utmost importance.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children enter Reception with skills and abilities that are broadly average. They settle happily and confidently into routines and make good progress in all areas of development. They are well prepared for Key Stage 1. Children interact well with one another and behaviour is very good. Productive relationships with staff enable parents and carers to talk freely about their children's needs and interests. Children are very well cared for. Provision is satisfactory rather than good mainly because of weaknesses in the physical environment and some inconsistency in the quality of provision. Staff make the best of the cramped indoor space and adequate resources. The outside area, shared with a privately run Nursery, is also cramped, but not enough has been done since the last inspection to improve its effectiveness as a stimulating learning environment. Inspectors observed good teaching which encouraged good levels of independence, curiosity and imagination. They also observed teaching which was satisfactory because



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the pace was too slow and children became restless. Work scheduled over the summer and the plans and commitment of the Early Years Foundation Stage leader suggest that the provision will be brought quickly into line with that in the rest of the school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The overwhelming majority of parents and carers who responded to the inspection questionnaire are happy with their children's experience of school. Every parent and carer considers that children are kept safe. Inspectors shared one parent's concern about an aspect of site security. The school immediately amended its procedures around this. Inspection findings endorse parents' and carers' views about the good quality of teaching and the effective leadership of the school. Most of the written comments received were positive and praised the school's attention to individual needs or the improvements made under the present leadership. No recurring theme was evident in the small number of negative comments. A very few parents and carers expressed concern at the mounting cost of visits and school trips.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Totley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	77	18	22	1	1	0	0
The school keeps my child safe	56	68	24	29	0	0	0	0
The school informs me about my child's progress	44	54	31	38	5	6	2	2
My child is making enough progress at this school	50	61	25	30	4	5	2	2
The teaching is good at this school	58	71	23	28	1	1	0	0
The school helps me to support my child's learning	42	51	34	41	5	6	0	0
The school helps my child to have a healthy lifestyle	61	74	21	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	78	16	20	2	2	0	0
The school meets my child's particular needs	50	61	25	30	6	7	0	0
The school deals effectively with unacceptable behaviour	43	52	31	38	6	7	2	2
The school takes account of my suggestions and concerns	44	54	30	37	4	5	2	2
The school is led and managed effectively	58	71	21	26	3	4	0	0
Overall, I am happy with my child's experience at this school	57	70	20	24	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 July 2010

Dear Pupils

Inspection of Totley Primary School, Sheffield, S17 4FB

I write on behalf of the inspection team to thank you for sharing your views with us when we visited recently. You told us you enjoy school and are happy there. You value all that your school offers. We were very impressed by your outstanding behaviour, your polite and friendly manner and how well you work in lessons. We think your school is a harmonious community. All the adults care very well for you and you experience good teaching and exciting learning activities. You feel very safe in school and inspectors agree that the school building provides a friendly, safe and secure environment. Your parents and carers told inspectors that they are very happy with your experience of school.

Your headteacher and all the staff have worked hard to make this happen. Your knowledge and skills in English, mathematics and science develop well as you move through school. You leave as confident young people well prepared for secondary school.

To make your school even better we have asked Mrs Lant, staff and governors to prioritise these three things.

- Make sure that all of you, especially the youngest of you, are focused on tasks during independent learning activities.
- Make the most of the planned new outside area for Reception children and make sure that their experiences are consistently good.
- Make sure that the school site is secure.

I wish all of you the best for the future.

Yours sincerely

Cathryn Kirby

Her Majesty's Inspector

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