

Inspection of an outstanding school: Totlely All Saints Church of England Voluntary Aided Primary School

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

Inspection dates:

12 and 13 October 2021

Outcome

Totlely All Saints Church of England Voluntary Aided Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils are extremely positive about their school. They say there is a real sense of community. Pupils like the way that people treat one another with respect and kindness. One pupil said, 'There's not a lot to change; it's just perfect.' Staff expect pupils to aim high in all areas of life. The school has strong Christian values and a belief in perseverance and optimism. This, along with a 'can do' attitude, ensures that pupils apply grit and never give up.

Pupils told us that they feel happy and safe in school. If they have a problem, they know they can talk to any of the adults in school. Pupils learn in a calm environment which permeates throughout school. Leaders achieve this through a consistently applied behaviour policy. Pupils understand what good friendships and positive relationships are. They are able to define bullying behaviours. Pupils say that bullying is rare. However, they believe that if it did happen, that adults would sort it out quickly.

Leaders have prioritised the school's role in developing pupils' understanding of their role as global neighbours and future citizens of the world. Pupils take this responsibility seriously. They have a keen understanding of right and wrong. They support one another in making appropriate choices and celebrate and respect each other's differences.

What does the school do well and what does it need to do better?

Reading is always a priority at this school. Leaders make sure there is strength in the teaching of early reading. All staff are well trained to teach phonics. As a result, daily phonics sessions are highly effective. The 'book club' initiative continues to successfully develop pupils' fluency and comprehension in reading. Pupils' development in reading is carefully checked to support pupils to become lifelong readers. Immediate support is put in place if a pupil is struggling to learn to read. The books that pupils read are well

matched with the sounds they know. Older pupils told us that they enjoy reading ambitious texts such as 'The Lord of the Rings'.

Leaders and teachers have collaborated to design stimulating, research-driven curriculum plans in all subjects. These plans detail what pupils must learn in each subject. The plans are ordered so that pupils are able to develop their skills and build on previous knowledge.

Disadvantaged pupils and pupils with special educational needs and/or disabilities are well supported with their learning. These pupils take part in the full range of activities offered at the school. Work is carefully planned to help pupils to be successful. Leaders have high expectations of these pupils. This is evident in their impressive work across the whole curriculum. Adults are well supported by the effective special educational needs coordinator (SENCo). As a result, these pupils will achieve well.

Pupils behave impeccably. They listen carefully to their teachers and to each other. They clearly value working together with each other. Pupils are focused. They gladly rise to meet the demands of the ambitious curriculum. The passion that teachers have for their subjects helps to ignite pupils' love of learning. There is a palpable joy in learning. Pupils are highly motivated. They push themselves and share the high aspirations that all adults in this school have for them. Pupils are sensitive to the feelings of their classmates and speak respectfully to adults at all times.

Pupils' spiritual, moral, social and cultural development is at the heart of the school's work. Prompts and displays successfully reinforce positive attitudes to learning. The school's own values are consistent with British values. They are woven throughout the curriculum. Pupils know the school's values and understand that keeping them will help them to be responsible and positive adults.

Staff are proud to work at the school. They feel well supported and say that leaders create a highly supportive culture. They are highly trained, enjoying the opportunities that leaders provide. Regular professional development extends their knowledge and skills. Leaders are never complacent. There is a culture of continuous improvement and all adults push themselves to be their best.

Both the local governing body and the trust board monitor the school effectively. School performance is monitored rigorously by the governing body through regular meetings and visits to the school. Governors show a strong understanding of the strengths and areas for development of the school and are aware of the extent to which pupils are learning more and remembering more of the ambitious curriculum. The governing body possesses a wide range of skills and expertise. Governors share the executive headteacher's strong vision and high aspirations for pupils' achievements. They are rigorous in holding school leaders to account for the welfare and achievement of pupils.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding reflects leaders' caring nature. Staff are well trained and vigilant. They know what to do if a pupil is at risk and follow up on any concerns immediately. Leaders follow up safeguarding issues rigorously. They work well with a wide range of external agencies to support vulnerable children and their families. The record of safeguarding checks is meticulously kept. This is updated on a regular basis. It includes all of the necessary checks and is regularly audited by the local governing body. Pupils are taught to keep safe in a range of situations, including how to safely use the internet and how to keep safe when out and about.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Totlely All Saints Church of England Voluntary Aided Primary School, to be outstanding in January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	147481
Local authority	Sheffield
Inspection number	10199510
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	Board of trustees
Chair of trust	Huw Thomas
Executive headteacher	Karole Sargent
Website	www.totleyallsaints.sheffield.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is the first inspection of Totlely All Saints Church of England Voluntary Aided Primary School since the school converted to an academy in December 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector carried out deep dives in the following subjects: reading, mathematics and history. In each subject, the inspector met with subject leaders, visited lessons, talked to pupils and teachers and looked at pupils' work. In reading, the inspector also listened to pupils read to familiar adults.
- The inspector met with the executive headteacher, the head of school, the assistant headteacher, the SENCo, subject leaders, groups of teachers and support staff and the chair of the local governing body.
- The inspector met with the chief executive officer, the deputy chief executive officer and the chair of the trust board of the Diocese of Sheffield Academies Trust.

- The inspector reviewed safeguarding records, including the central record of recruitment checks on staff.
- The inspector spoke to parents during the inspection and considered the views of parents who responded to Ofsted's parents' questionnaire, Parent View.
- The inspector considered the views of staff from conversations and took account of the responses to Ofsted's survey for staff.
- The inspector spoke with pupils formally and informally about their day-to-day experiences at the school. The responses from pupils who completed Ofsted's pupils' survey were considered.

Inspection team

Marcus Newby, lead inspector

Her Majesty's Inspector

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