

# Sixpenny Handley First School

## Inspection report

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<b>Unique Reference Number</b>	113668
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	357390
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Stephen Lake

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Carter
<b>Headteacher</b>	Clare Hewitt
<b>Date of previous school inspection</b>	28 September 2007
<b>School address</b>	Sixpenny Handley Salisbury SP5 5NJ
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## Introduction

This inspection was carried out by two additional inspectors. They observed 14 lessons or parts of lessons, with four teachers being seen. Inspectors held meetings with governors, staff and pupils and spoke to a number of parents. They observed the school's work and looked at the most recent school self-evaluation form, the school development plan, governors' minutes, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies, and reports from the School Improvement Partner. Inspectors analysed questionnaires from pupils, staff and 60 parents.

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

- The quality of teaching in Years 3 and 4 to see if it is sufficiently challenging for more-able pupils to achieve of their best in mathematics and writing.
- The impact of the changes to the curriculum, especially on pupils' spiritual, moral, social and cultural development.
- The impact of changes to leadership and management on the quality of learning, including in the Early Years Foundation Stage.
- The criteria used to place pupils on the register of special educational needs.

## Information about the school

This is a much smaller-than-average-size school serving mainly the village of Sixpenny Handley, although a small minority of pupils come from surrounding villages. The overwhelming majority of pupils are of White British origin and no pupils speak English as an additional language. The proportion of pupils entitled to free school meals is below average. More pupils than average are on the school's register of special educational needs, although the proportion with a statement of special educational needs is broadly average. The pupils' needs cover a wide range, including hearing impairment, but the majority have moderate learning difficulties. All teaching staff are new to the school since the last inspection. The school has very recently opened a breakfast and after-school club.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school. Pupils achieve extremely well to attain high standards because of outstanding teaching. The excellent and highly creative curriculum makes learning very enjoyable and relevant. The excellent care, support and guidance and the high standard of safeguarding ensure that pupils are not only kept very safe but also have an excellent knowledge of how to keep safe and stay healthy. Pupils' behaviour is outstanding and they make an excellent contribution to both the school and local community. Especially strong partnerships with external agencies provide high-quality support for vulnerable pupils and there are equally strong links with other local schools which have supported improvements to the curriculum extremely well. Partnership with parents is exemplary. A good quality plan and clear actions are in place for promoting an understanding of diversity. However, pupils' awareness of the rich diversity of cultures to be found beyond their own communities within the United Kingdom is less well developed.

The very positive start that children make in the Early Years Foundation Stage is being built on extremely well in the rest of the school. Pupils make excellent progress in Years 1 and 2 and by the age of seven their attainment is high. These standards are maintained in Year 3 and 4. Progress in writing and particularly mathematics has improved significantly in Years 3 and 4 because more-able pupils are set work that challenges them very effectively. Pupils with special educational needs and/or disabilities make similar progress to other pupils because early and accurate assessments are made of their needs in line with local authority criteria. This allows very well-targeted support from very capable teaching assistants to keep them fully included in lessons.

The outstanding leadership and management ensure that highly effective strategies for school improvement are extremely well focused on seeking the highest possible quality of learning. The school has an extremely accurate view of its strengths and weaknesses and is very effective at securing the improvements needed. In a very short time the headteacher has developed a leadership style that draws on the skills of all members of staff. Teachers and support staff work together very effectively, sharing a drive and ambition for continued improvement that is inspirational. Governors are increasingly effective at monitoring the achievement of different groups of learners and are seeking new ways of holding the school to account fully for its performance. For example, they are improving the use of data to help them judge whole-school performance. There is substantial evidence to show the very positive impact this is having on standards and provision across the school. This pursuit of excellence over time is why so many areas have improved very significantly since the last inspection. The capacity for further improvement is outstanding.

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

- Provide more opportunities to develop pupils' understanding and awareness of the rich diversity of cultures to be found within the United Kingdom.

## Outcomes for individuals and groups of pupils

**1**

Attainment is high across the school. Pupils are making excellent progress and achieving exceptionally well from their starting points in Reception, which are similar to those expected for the age group. Learning in lessons observed is outstanding overall. More able pupils and those deemed gifted and talented are achieving extremely well because the work provided challenges them effectively. For example, more-able Year 4 pupils were challenged very well to extend their understanding of proper fractions and decimal fractions through a range of challenging games and activities. Pupils in Years 3 and 4 have developed their own version of the TV show 'Family Fortunes'. This not only involves them in writing the scripts but also contacting the television companies for advice. They have been to Salisbury to conduct their own surveys of 100 people chosen at random to provide questions for the contestants and then used information and communication technology (ICT) very effectively to record the game show. Pupils listen to each other very carefully and show considerable interest. They help and support each other exceptionally well. In all aspects of their work, pupils with special educational needs and/or disabilities are very well supported to enable them to be fully involved in lessons and to make similar progress to their peers. The success of the early support is seen in the large number of pupils who are removed from the register of special educational needs as a result of their improved learning skills.

Pupils really enjoy school, as reflected in their above-average attendance, which has improved significantly over the last two years. They feel extremely safe in school. Pupils reported no bullying and trust the adults to deal with any that might occur. They make an excellent contribution to school life by taking on a wide range of responsibilities. For example, every Friday older pupils take turns greeting parents at the start of the school day. The extremely active school council are very involved in suggesting ways in which the school might improve. In the wider community, pupils participate in local events such as the May Queen carnival and contribute letters and articles to the local newspaper. Pupils have an excellent understanding of healthy eating and are very enthusiastic about the many opportunities for physical activity in which they participate. Spiritual, moral, social and cultural development is good overall. The pupils have an excellent understanding of right and wrong through their work on 'Rights Respecting School'. Their spiritual values are well developed through many activities that encourage pupils to reflect and discuss feelings and beliefs. Pupils have a very good understanding of their own local culture and heritage but their understanding of the wide variety of cultures within the United Kingdom is not as strong. Pupils' high attainment and their excellent personal skills mean they are extremely well prepared for the next stage in their education.

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

*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Pupils learn extremely well in this school because of the consistently high-quality teaching and the creative curriculum that is highly motivating for all groups of pupils. The provision for pupils' personal development and social development is outstanding. The school has established very strong international links, including a very close relationship with a school in Limpopo. Activities such as these, and the many visits and visitors to the school, make learning extremely enjoyable for all pupils. The school is working to extend the opportunities for pupils to learn more about the wide diversity of cultures with the United Kingdom.

Teachers prepare lessons that motivate and stimulate pupils to learn. They use ICT exceptionally well to support teaching and learning across the curriculum. Teachers are highly skilled at knowing just what questions to ask to challenge pupils and to extend their learning. Great care is taken to include all pupils in this. For example, one teacher uses a system of small 'lollipops', each with a child's name on it. As each child is asked a question the lollipop is placed into another jar. This simple but effective system engages all pupils and ensures that teachers assess pupils' understanding continually and can adjust the task appropriately. Work is matched extremely well to the different abilities within the classes and this ensures that all groups of pupils have access to the learning and make excellent progress.

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The care, guidance and support in this school are exemplary. All adults provide excellent guidance for pupils on how to stay safe and healthy. Very great care is taken to ensure that pupils are given high-quality guidance on how to stay safe, especially when using the internet. Extremely detailed records of the progress made by individual pupils are used very well in discussions with pupils and parents to set targets for learning. The school works very closely with parents to support their children's learning at home. Parents are able to log onto the school website and find out about homework tasks and the topics to be covered. An innovative system of recording pupils' work on a DVD that is sent to parents every half term is extremely popular and effective at motivating pupils to work even harder. Those with special educational needs and/or disabilities make excellent progress towards their targets as a result of the extremely good support given by talented teaching assistants and the strong links with outside agencies. Those pupils identified as gifted and talented are given suitably challenging learning targets and gain additional support and challenge through the activities organised through partnerships with other local schools. Although only a few pupils attend the breakfast and after-school club, they thoroughly enjoy it and are looked after extremely well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<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 school is extremely effective at embedding ambition and driving improvement. The highly effective headteacher has brought together the new teachers and existing staff into a cohesive team that has an extremely well-developed ambition to drive forward school improvement. Robust procedures are in place to monitor and evaluate the effectiveness of the school. Monitoring of teaching and learning is excellent and information gained is used extremely well to set targets for improvement.

The school is active and very effective in tackling discrimination and promoting equality of opportunity. Adults pay very close attention to how groups and individuals are performing and this extends beyond the academic to their personal development. Safeguarding requirements are met extremely well. All adults are trained regularly in child protection and procedures to keep pupils safe are meticulous.

The contribution the school makes to community cohesion is good. A plan and clear actions are in place to promote pupils' understanding from local, national and global perspectives. While links with contrasting communities within the United Kingdom are at an earlier stage of development, pupils' knowledge and understanding of the global community are developing well.

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Governors support the school well and share the drive to improve further. All governors visit the school regularly and monitor its work. High-quality budget management is enabling small class sizes to be maintained. Governors are well involved in evaluating the work of the school but many are new to the role. They recognise that a more sophisticated analysis of data would make it easier for new governors to have a clearer overview of whole-school or cohort performance. Parents and pupils are consulted regularly and their views taken into account in the very good-quality school development plan.

*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	1
<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>1</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>1</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>1</b>

## Early Years Foundation Stage

The excellent links with parents and pre-school playgroups and well-established routines ensure that children make a very good start to school. Consistently high-quality teaching means that children make excellent progress from starting points in line with those normally found at this age. They start Year 1 very well prepared for learning and with skills that are above average. However, progress in writing is not quite as strong as in the other areas. Action has already been taken to address this and children are now given high-quality opportunities to develop their early writing skills. Nevertheless, it is too early to see the full impact of the changes as children only attend part time until Christmas. An exciting and creative curriculum gives time for children to explore, practise and develop skills and to consolidate their knowledge and understanding of the world around them. There is an excellent balance between child-initiated and adult-led activities providing scope for independent learning. Children's personal development is excellent; children display very positive attitudes and learn to relate extremely well to others. High-quality care helps children to feel secure and confident and their welfare needs are met well.



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The provision is led and managed extremely well. Recent changes to the leadership and management of this area have had a significant impact on the provision. A rich and stimulating environment is provided for children. All areas of learning are covered very well and assessment procedures have been strengthened to match those in the rest of the school. All staff have an extremely clear, shared understanding of the strengths and areas for development and are continually striving to improve the experiences. Excellent links with parents and carers and with other agencies provide additional support to meet the individual needs of the children extremely well.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents are very pleased with the school. Many chose to add comments to the questionnaires that demonstrated their delight with the way the school supports their children. The written comments praised in particular the quality of the teaching and care provided for pupils, along with the commitment of headteacher and staff. A typical parental comment referred to how privileged they were 'to have our children attend such an amazing school'. Inspectors agree with the positive comments of the parents. There were no areas on which a significant number of negative responses were received.

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

Ofsted invited all the registered parents and carers of pupils registered at Sixpenny Handley First 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	87	6	10	0	0	0	0
The school keeps my child safe	55	92	5	8	0	0	0	0
My school informs me about my child's progress	39	65	20	33	0	0	0	0
My child is making enough progress at this school	43	72	17	28	0	0	0	0
The teaching is good at this school	50	83	10	17	0	0	0	0
The school helps me to support my child's learning	47	78	13	22	0	0	0	0
The school helps my child to have a healthy lifestyle	46	77	12	20	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)	36	60	17	28	0	0	0	0
The school meets my child's particular needs	40	67	17	28	1	2	0	0
The school deals effectively with unacceptable behaviour	40	67	15	25	0	0	0	0
The school takes account of my suggestions and concerns	42	70	17	28	0	0	0	0
The school is led and managed effectively	52	87	8	13	0	0	0	0
Overall, I am happy with my child's experience at this school	52	87	7	12	0	0	0	0

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



6 November 2010

Dear Pupils

**Inspection of Sixpenny Handley First School, Salisbury SP5 5NJ**

Thank you so much for making us welcome when we came to visit your school. We really enjoyed talking with and hearing just how much you enjoy school. We were very impressed by your excellent behaviour.

Yours is an outstanding school. We think the adults look after you exceptionally well and give you an exciting curriculum that makes learning enjoyable. Here are just some of the other things that we liked a lot.

- You achieve extremely well and by the time you leave the school you attain standards that are very much higher than those attained by most children of your age.
- The teaching is excellent and your teachers use the information about your progress extremely well to set work that is challenging and exciting.
- The way the school keeps in touch with your parents is outstanding, especially the DVDs they make to show them work that you have done.
- The school is led and managed extremely well. Your headteacher makes sure that everyone works exceptionally well together to make the school even better.
- Your personal development is outstanding; you know how to stay safe and keep healthy and you make a huge contribution to the running of the school.

There is one thing that we have asked your school to do to make your education even more effective.

- Provide more ways for you to learn about all the different cultures in the United Kingdom.

Thank you again and congratulations on all you do to help make your school such a success.

Yours sincerely

Stephen Lake

Lead Inspector

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