

Sixpenny Handley First School

Sixpenny Handley, Salisbury, Wiltshire, SP5 5NJ

Inspection dates 12–13 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards in reading and writing at the end of Year 2 and Year 4 are above average.
- The headteacher has demonstrated clear vision and a relentless determination to raise pupils' achievement.
- Teaching is good overall in all classes. Lessons interest pupils and help them achieve well.
- Additional adults provide good support to disadvantaged pupils and those with special educational needs. Consequently, these groups of pupils make good progress.
- Children in the Reception class get off to a good start. Adults plan exciting activities which encourage children to show positive attitudes to all aspects of learning.
- Behaviour in lessons is good. Pupils treat each other with respect and look after each other well. Pupils' good behaviour contributes to a calm and purposeful atmosphere.
- Attendance is above average and pupils say they feel safe and secure at all times.
- Pupils' cultural development is promoted well across a range of interesting lessons and has improved since the last inspection.
- Governors have a detailed knowledge of the school's strengths and weaknesses. They hold school leaders to account and challenge them to improve the school.
- Adults and children create a warm and welcoming environment. Parents are overwhelmingly positive about the school.

It is not yet an outstanding school because

- Not all teachers provide regular opportunities for pupils to improve their work as a result of teachers' marking and advice.
- Some pupils do not always present their work to the highest standard.
- High-attaining pupils are not sufficiently challenged in mathematics.

Information about this inspection

- The inspector observed teaching in all classes. He observed 11 lessons or part of lessons, three of which were observed jointly with the headteacher, an assembly, play and lunchtime behaviour and visited breakfast club.
- Meetings were held with senior leaders, teachers, support staff, pupils, seven members of the governing body, a school evaluation partner and a representative from the local authority. A telephone call took place with the director of The Holt Heath Multi Academy Trust.
- The inspector took account of discussions with parents, the views of 29 responses to Parent View (the online questionnaire) and 15 responses to the staff questionnaire.
- The inspector scrutinised a range of documentation, including published assessment data and the school's own data, the school's self-evaluation, improvement plans, safeguarding policies and documents relating to the management of teachers' performance.
- The inspector listened to pupils read, talked to them about their learning and reviewed the work in their books.

Inspection team

Dale Burr, Lead inspector

Seconded Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Pupils are taught in four classes, some of which are mixed age: Reception; Years 1 and 2; Years 2 and 3 and Year 4.
- Almost all pupils are from White British backgrounds and all speak English as a first language.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium is below the national average. This is additional government funding to help pupils who are known to be eligible for free school meals or who are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Three of the four teachers were appointed to start in September 2014.
- Early years provision in the Reception class is full time.
- A breakfast and after-school club is provided by the school.
- The school plans to join The Holt Heath Multi Academy Trust in September 2015.

What does the school need to do to improve further?

- Increase the level of challenge for the higher-attaining pupils in mathematics.
- Provide regular opportunities for pupils to respond to teachers' marking by improving their work.
- Ensure all pupils show greater pride in the work they produce through high standards of presentation.

Inspection judgements

The leadership and management are good

- 'We are extremely well led and know what direction we are moving in.' This is one of many comments from new teaching staff about the effective leadership of the school. The headteacher is working tirelessly to ensure that new teaching staff share her ambition for outstanding teaching.
- School leaders use effective systems to track and monitor the progress of all pupils. Regular progress meetings and checks on the quality of work in pupils' books are helping to raise standards across the school. School leaders have recently started to address some inconsistencies in presentation and marking, for example by improving the frequency with which pupils improve their work in response to teachers' marking.
- Senior and middle leaders, albeit new to their roles, are knowledgeable about strengths and weaknesses in their subjects. They are encouraged to share good practice and offer support to each other; this ensures that everyone in the school plays an active role in improving the quality of teaching in their subject areas.
- The school's self-evaluation and development plans are accurate and identify priorities to improve pupils' achievement. Staff changes since the last inspection contributed to a slippage in the proportion of pupils achieving higher levels in mathematics. The headteacher has been quick to halt this decline. For example, a new initiative to improve pupils' calculation skills is already having a positive impact by improving pupils' fluency in mathematics.
- The school values, known as 'Handley Heroes', are embedded throughout the school. Frequent teaching about determination, excellence, inspiration, respect and reflection is improving pupils' social, moral, spiritual and cultural development. For example, after a memorable visit to the Trussel Trust Food Bank, pupils were inspired to donate items to send to children living in poverty in Bulgaria. The school's curriculum provides rich opportunities for good quality learning. School trips, as well as experiences in music, computing and global studies, have a positive impact on pupils' knowledge of the world and other cultures.
- According to one of the older pupils in the school, 'We celebrate everyone's differences.' Discrimination of any kind is not tolerated. Equality of opportunities is well promoted by the school's high expectations of pupils' behaviour. Additional funding is used very effectively to provide disadvantaged pupils with extra support that benefits their learning and personal development.
- Leaders use additional sports funding wisely. The school works closely with a specialist coach to support teachers' subject knowledge and improve the range of activities offered to pupils. As a result of improvements to the outside environment, pupils enjoy regular opportunities to be active and participate in games during break time. They enjoy competing against other schools in sports such as football and netball, which contribute well to their health and physical development.
- The school runs its own breakfast and after-school club, which are popular and well attended. Adults provide pupils with opportunities to develop their social skills and creativity in a welcoming and caring atmosphere.
- The local authority provides good support and advice to the headteacher and governing body. The school works closely with director of The Holt Health Multi Academy Trust to evaluate its strengths and weaknesses and improve the quality of teaching.
- Parents are actively encouraged to work in partnership with the school leaders. A parent council meets regularly with the headteacher and consults the wider school community about plans and initiatives. This fosters good relationships with the school.
- **The governance of the school:**
 - The governing body is committed to the school's improvement. Governors are highly visible in the school and have an accurate view of its strengths and weaknesses. They are knowledgeable about the quality of teaching and pupils' achievement, including how pupils' progress compares nationally. Governors understand how teachers' performance and pay are linked to pupils' achievement, and they use this information to improve the quality of teaching. They are fully involved in managing the headteacher's performance, and draw on outside advice as necessary. More recently, they have demonstrated that they can influence school improvement by challenging leaders about the standards in mathematics. Governors manage the school's finances well; they understand how the pupil premium funding has been allocated and where it has been most successful in raising pupils' achievement. Governors meet statutory safeguarding requirements, including their understanding of routine health and safety checks. The school's procedures for keeping pupils safe are well established and highly effective.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils' conduct around the school is excellent and makes a significant contribution to the positive attitudes that pupils display towards each other. Assemblies and lunchtimes are harmonious occasions as pupils are determined to represent their school with pride.
- Pupils are aware of the difference between bullying and unkind behaviour. Pupils say that bullying is rare and know that adults will help find solutions to any problems.
- Well trained teaching assistants manage pupils with specific behavioural needs superbly. They adapt activities to ensure these pupils achieve well in lessons. A pupil told the inspector, 'I sometimes find concentrating hard, but I get the help I need to keep going.'
- Staff, parents and pupils are overwhelmingly positive about the good behaviour in school. One parent reported that behaviour 'is tremendous and staff lead by example'. All staff have high expectations of pupils' conduct and manners at all times. Consequently, lessons are rarely disrupted by poor behaviour.
- Behaviour is not outstanding as not all pupils challenge themselves to achieve as much as they can in lessons or present their work to the highest possible standard.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safe practices are embedded in all aspects of the school's work.
- Pupils are acutely aware of how to keep themselves and others safe. They are knowledgeable about the dangers of the internet and can give examples about what to do to keep safe online. Pupils are well informed about fire safety and what to do in the case of an emergency.
- Safety is emphasised in all school activities. Leaders and governors are proactive about keeping the school and pupils safe.
- Attendance levels have improved over time and are now above the national average. Pupils are keen to come to school because they are safe and enjoy learning.

The quality of teaching is good

- Teachers create a calm and purposeful atmosphere in classrooms. Pupils are polite, hard working and good listeners. The school's mission statement, 'If we believe, we can achieve', is evident in the nurturing relationships between adults and pupils which play a significant role in supporting learning.
- Teachers use their good subject knowledge to plan exciting activities. They adapt literacy and mathematics activities well to suit pupils in mixed-age classes. For example, in a Years 2 and 3 class, the younger pupils explored features of three-dimensional shapes while the older pupils investigated Euler's theorem. This deepened pupils' knowledge about the properties of shape.
- Teachers' marking and feedback to pupils are regular; however, not all pupils get the chance to respond to the teachers' written comments. Consequently, pupils do not always improve their work or learn from mistakes.
- Although there has been recent improvement in the teaching of mathematics, there are times when not enough is expected of the more-able pupils. For example, they are sometimes asked to complete calculations they have already done before.
- Teaching assistants and other adults are deployed well. They provide strong support to teachers in the planning and evaluation of work to ensure that pupils make good progress. They contribute to other aspects of school life; for example, they lead the daily 'Wake and Shake' fitness session and run additional school clubs.
- Pupils are given many opportunities to write across a range of subjects. Teachers make writing purposeful by linking tasks to the class topics. Older pupils mark each other's work and provide comments on how to improve. However, pupils' books show that their work is not always presented to the highest standard.
- Pupils talk enthusiastically about reading. They told the inspector that teachers encourage them to read daily at school and home. Consequently, pupils achieve well in reading.
- The vast majority of parents agree that teaching in the school is good.

The achievement of pupils is good

- Children enter the Reception class with knowledge and skills typically expected for their age. As a result of good teaching, the vast majority of children exceed national levels by the end of their Reception year.
- Pupils' attainment at the end of Year 2 has been consistently above the national average in reading and writing and in line with the national average in mathematics for most groups of pupils. This represents good achievement.
- Over time, more-able pupils make good progress in reading and writing. By the end of Year 4, the proportion of pupils making better than expected progress in these subjects is above average. In 2014, not enough of the more-able pupils reached the higher levels they are capable of in mathematics. Work set for these pupils does not always challenge or extend their mathematical skills. Current predictions indicate that the more-able pupils are on track to achieve better standards this year.
- Pupils' writing is improving. The use of 'remember to' statements in lessons helps pupils to know what they need to do to succeed. For example, in a Year 4 lesson, pupils wrote a persuasive paragraph to sell a product. Pupils were challenged to include rhetorical questions and personification.
- Pupils enjoy reading. The majority of pupils confidently use their knowledge of phonics (letters and the sounds they make) to read unfamiliar words. Although a few pupils did not reach the expected standard in the end of Year 1 phonics check, good systems are in place to support these individuals to help them catch up quickly. A well resourced and attractive library area encourages pupils to read regularly.
- The small number of pupils eligible for additional funding make good or better progress compared to pupils nationally. For example, at the end of Year 2, pupils' attainment was one and a half terms ahead in reading and writing and three terms ahead in mathematics.
- The progress of disabled pupils and those with special educational needs is good. Well-targeted support and carefully matched work enable these pupils to achieve well over time.
- Homework is set regularly throughout the school. Pupils understand how homework helps them to achieve their best and consolidate learning in lessons.

The early years provision is good

- The majority of children start in the Reception class with skills and abilities that are in line with the national expectations for their age. They are keen to learn and show great levels of concentration when working on their own. Adults provide timely support and encourage independence right from the start.
- Children are absorbed in their learning as adults provide exciting activities which are well matched to the children's needs and interests. For example, in the creative area, children used tools and materials to make a wolf mask linked to a familiar story they had been reading.
- The Early Years Foundation Stage is well led and managed. Staff systematically track how children improve their skills through play, and modify activities according to children's needs.
- Children behave well at all times. They adapt well to new routines and respond positively to class rewards. Whether playing indoors or outdoors, they behave in ways that keep them safe. For example, children complete a safety checklist at the beginning of the day to assess any risks, such as slippery surfaces. They take this responsibility very seriously.
- Early reading skills are promoted well through a daily phonics lesson. Active participation is encouraged, which is developing an enjoyment in learning letters and the sounds they make. The mathematics area is not as well equipped to encourage children to engage in early number work. Consequently, few children choose to play and learn in this area.
- Parents are encouraged to play an active role in their child's learning. Regular newsletters and good communication promote a partnership between school and home.
- Because of good teaching, children make good progress in the Reception class and leave with skills typically above those found nationally. They are well prepared for Year 1.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113668
Local authority	Dorset
Inspection number	443759

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	First School
School category	Community School
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair	Steve Clarke
Headteacher	Mrs Clare Hewitt
Date of previous school inspection	12–13 November 2010
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