

# Smannell and Enham C of E Primary School

## Inspection report

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<b>Unique reference number</b>	116370
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379243
<b>Inspection dates</b>	30–31 May 2012
<b>Lead inspector</b>	Janet Sinclair

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 of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Sexton
<b>Headteacher</b>	Julie Winning
<b>Date of previous school inspection</b>	14–15 October 2008
<b>School address</b>	Smannell Andover SP11 6JJ
<b>Telephone number</b>	01264 323201
<b>Fax number</b>	01264 338101
<b>Email address</b>	headteacher@smannellenham.hants.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	30–31 May 2012
<b>Inspection number</b>	379243



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## Introduction

Inspection team

Janet Sinclair

Additional Inspector

This inspection was carried out with two days' notice. The inspector spent five hours observing teaching and learning in 14 lessons or part lessons. She observed four teachers and several teaching assistants. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, listened to a sample of pupils read and looked at examples of pupils' work. She considered a wide range of documentation, including: school policies, particularly for safeguarding; the school development plan; and records of pupils' progress. The inspector also held meetings with members of the governing body, senior staff and two groups of pupils. The inspector considered the 64 responses from questionnaires returned by parents and carers.

## Information about the school

Smannell and Enham is smaller than the average-sized primary school. There is a below-average proportion of pupils of minority ethnic heritage. The proportion of disabled pupils and those with special educational needs, including those supported by school action plus or with a statement of special educational needs, is average. These are mainly specific and moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. The children in the Early Years Foundation Stage are in a mixed-age class which includes some Year 1 pupils. Year groups are small and variable. The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

There is a breakfast club run by the school.

The school has experienced a range of staffing difficulties since the previous inspection, including temporary appointments and the long-term absence of some staff. An extensive building refurbishment programme has also taken place.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not yet good because of uneven provision in the Early Years Foundation Stage and because not enough teaching is consistently good. Strong encouragement for pupils to think for themselves and be considerate of the needs of others promotes a mature and confident attitude to learning, particularly at Key Stage 2. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.
- Children make a satisfactory start in Reception. There is a good range of activities for children to engage in, but sometimes progress slows because of a lack of clarity in teacher-directed activity and guidance to all staff on how to question and interact effectively in child-led activity. Attainment is broadly average in reading, writing and mathematics by the end of Year 6. Pupils make satisfactory, and sometimes good, progress given their starting points.
- Teaching is satisfactory. Well-resourced and organised lessons ensure good pupil involvement. However, sometimes work is not well enough matched to pupils' needs, a good pace in lessons is not always maintained, and pupils' response to marking, although effective in some classes, is inconsistent.
- Pupils behave well and have good attitudes to their learning, reflecting good relationships and effective behaviour management. Pupils feel safe in school and say that bullying is rare and any incidents are dealt with sensitively and effectively by staff.
- The headteacher is passionate about providing a well-rounded education for pupils. A strong focus on the leadership of teaching and tracking progress to accelerate learning is having a positive impact. However, there is not always enough rigour in ensuring consistency in practice and good progress across the school. Performance management has contributed well to recent improvements in mathematics.

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

- Improve provision in the Early Years Foundation Stage by:

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- ensuring all staff are clear about expectations for children’s learning so that they can question and interact more effectively in child-led activities, in order to extend children’s knowledge and skills more effectively
- ensuring teacher-directed activity is always relevant to children’s needs and abilities and is reshaped where necessary in order to accelerate learning.
- Improve the quality of teaching and learning across the school so that it is at least good by December 2012, by:
  - matching work more closely to the differing needs of pupils, particularly lower-attaining pupils
  - ensuring that lessons maintain a good pace throughout to ensure pupils continue to learn during the entire lesson
  - ensuring pupils respond to marking in order to develop their understanding further and improve their work.
- Ensure that leaders exercise greater rigour in promoting consistency in practice and good progress across the year groups.

## Main report

### Achievement of pupils

Children start in Reception with skills and abilities that are broadly as expected for their age, except in aspects of communication, language and literacy which are below expectations. They make satisfactory progress and mainly meet the expected learning goals on entry to Year 1. There is a consistent approach to teaching the sounds letters make (phonics) that children use well to help with their reading and writing.

Attainment is broadly average at the end of Key Stages 1 and 2, including in reading by the end of Year 2 and Year 6. Pupils make satisfactory and sometimes good progress in reading, writing and mathematics. Progress is accelerating due to mainly good teaching in Years 2 and 6 and an increased focus on the teaching of mathematics, where progress was slower. Good use of guided reading helps to accelerate pupils’ progress. This was seen when Years 5/6 pupils discussed a Shakespeare play and in the Years 3/4 class where the teacher’s effective questioning and explanations enabled pupils to develop skills of expression. Pupils have many opportunities for writing across different curriculum subjects, for example writing about their vegetable growing in Years 1/2 or poems for their topic work on Ghana in Years 5/6, and this is improving their writing skills. Pupils also enjoy a mathematical computer program which they complete at home to receive certificates for their achievement. However, work is not always well enough matched to pupils’ needs, especially lower-attaining pupils who sometimes struggle even with the support of a teaching assistant, and this slows their progress. Pupils’ develop good language and social skills due to the good opportunities provided for paired work and discussion. This was particularly noticeable in the Years 5/6 class where there was a good buzz of involvement as Year 5 pupils explained their work on scatter graphs to

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Year 6 pupils. Disabled pupils and those with special educational needs receive effective targeted support, ensuring they make similar progress to their peers. The breakfast club provides a positive start to the day for the small number of pupils who attend.

Although the vast majority of parents and carers who responded to the inspection questionnaire consider that their children achieve well, the inspection evidence shows that this is satisfactory overall.

### Quality of teaching

In Reception, the classroom and outdoor play area are well organised and spacious so that children can access resources easily and this enables them to engage in activities quickly. Children particularly enjoyed music making with a selection of recycled materials, and there was good collaboration as they discussed who would be in the band. However, although staff are on hand and engage with children, they do not always extend their learning fully through timely interventions and effective questioning. Additionally, work is not always well matched to children's needs in teacher-led activities nor does the teacher make sufficient use of adapting the task where necessary, and this slows progress.

Strong, positive relationships and effective behaviour management are hallmarks of the teaching in Key Stages 1 and 2. This ensures pupils are keen to learn and have good attitudes to their learning. However, the quality of teaching is inconsistent. In good lessons teaching engages pupils fully in their learning. For example, in a Years 1/2 literacy lesson, pupils thoroughly enjoyed their writing in response to a letter from Archibald the Giant Hunter, and confidently read their well-written stories to the class. Sometimes though, work is not well enough matched to pupils' needs or the pace of lessons slows and this limits the progress pupils make. In some lessons marking, targets and self-assessment are used well to promote effective learning. However, this is not yet consistent practice across the school, particularly in the extent to which pupils respond to teachers' comments. Teaching assistants make a good contribution to the learning of disabled pupils and those with special educational needs through well-focused support, but their contribution during whole-class introductions is more variable. Homework is varied, set regularly and marked promptly.

The curriculum excites pupils' interests, but is not always well enough matched to their needs and this lessens its impact. There are good cross-curricular links made through topic work. For example, the Years 3/4 topic on India included India Day where pupils made puris, drew rangoli patterns and listened to Indian music. Teaching supports pupils' spiritual, moral, social and cultural development well. There are many opportunities for pupils to develop their social skills by working together on tasks, for example discussing concepts in philosophy sessions or talking about their work on the use of natural objects in the style of Andy Goldsworthy.

Although the vast majority of parents and carers who responded to the inspection

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questionnaire consider that their children are taught well, inspection evidence shows that teaching is satisfactory overall.

### **Behaviour and safety of pupils**

There is good attention to ensuring the safety of pupils. Pupils are aware of this, and say that they feel very safe in school. The vast majority of parents and carers who responded to the inspection questionnaire agree. Staff ensure that pupils learn about keeping safe through talks on safe use of the internet, visits from the police and also professional actors describing the dangers of using some chat sites. The school council is actively involved through monitoring site safety.

A consistent approach to behaviour management, particularly for pupils with specific emotional and behavioural problems, ensures that behaviour in lessons and around the school is good. The vast majority of parents and carers who responded to the inspection questionnaire agree. Good behaviour has been maintained since the previous inspection. Pupils enjoy working together and show good consideration of each other's point of view. They say that behaviour is mainly good. Although there is some falling out in football, they are philosophical about it and say, 'We try to behave and remember that it is only a game.' Pupils whose circumstances may make them vulnerable are well supported. For example, the emotional literacy support assistant provides valuable support for those with personal problems. As one pupil said, 'She tries to help us solve problems and provide solutions – it is very helpful.' Attendance is above average and pupils enjoy coming to school.

Pupils' questionnaire returns, discussions and school records all confirm that bullying of any description is very rare. Pupils are aware of different types of bullying and they say that there is no bullying, only minor disagreements which are easily sorted out. The school also keeps very detailed records of incidents that have occurred in the past and how they have been handled.

### **Leadership and management**

The headteacher and senior leaders have worked hard to ensure stability and continuity since the previous inspection in spite of short- and long-term staffing issues and extensive school refurbishment. They have addressed the key issues from the previous inspection and have made good use of support from the local authority to improve overall provision in mathematics, which is already having a positive impact. The governing body has increased its commitment and involvement in the school and is now providing greater challenge and a stronger voice in school improvement. These developments demonstrate that the school has capacity for further improvement. However, at times there is not enough rigour in ensuring that new initiatives are implemented consistently across the school.

Pupils' progress is monitored carefully with regular meetings held to ensure that any pupils not doing well enough are supported and extended through individualised programmes and small-group work in class. This demonstrates the school's

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commitment to promoting equality of opportunity and tackling discrimination. Professional development and performance management have been effective in improving teaching and learning in mathematics, but has had less impact upon provision in the Early Years Foundation Stage. The headteacher has an accurate view of teaching quality and monitors it regularly, which has resulted in improvement.

Good attention to safeguarding and training maintains a secure learning environment. Positive links with parents and carers ensure they are happy about the school's overall provision. A small minority expressed concern about the school's communication with them. The inspector found that this was at least satisfactory. The school provides informative newsletters, termly meetings about the children's progress that include setting targets, and curriculum workshops.

The curriculum is broad and balanced. It is enhanced well by visits, such as those to Calshot Activity Centre where pupils develop teamwork, life skills and discipline that they thoroughly enjoy. The school promotes pupils' spiritual, moral, social and cultural development well through, for example, a visit to a Hindu temple, after-school clubs, and its promotion of a caring ethos.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



1 June 2012

Dear Pupils

**Inspection of Smannell and Enham C of E Primary School, Andover  
SP11 6JJ**

I am writing to tell you how much I enjoyed my visit to your school. Your school is giving you a satisfactory education. This means that it does some things well but some things still need to be improved.

Here are some of the best things about your school.

- Everyone is working hard to make your school better.
- You enjoy working on tasks together and this helps your learning.
- You particularly enjoy all the visits, residential trips and special events that the school has to offer.
- You behave well and feel confident that adult support and help will be there when you need it.

There are some things we have asked your school to do to help you learn even more. These are to:

- help those of you in Reception to learn more quickly, both when working with a teacher and when working together on your own
- ensure all teachers provide work that is at the right level so you can make the best possible progress
- make sure you respond to teachers' comments when teachers mark your work so that it helps you improve
- ensure that any new plans to improve your learning are carried out fully by all staff.

You can help by continuing to work hard at all times.

Yours sincerely

Janet Sinclair  
Lead inspector

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