

Smannell and Enham Church of England (Aided) Primary School

Inspection report

Unique Reference Number	116370
Local Authority	Hampshire
Inspection number	312279
Inspection dates	14–15 October 2008
Reporting inspector	Peter Thrusell

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	105
Government funded early education provision for children aged 3 to the end of the EYFS	17
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sarah Terndrup
Headteacher	Mrs Julie Winning
Date of previous school inspection	18 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Smannell Andover SP11 6JJ
Telephone number	01264 323201
Fax number	01264 338101

Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small, village primary school. Both staffing and leadership have been unsettled in recent years. The headteacher has been at the school for just over two terms. The school has recently joined the National Primary Strategies Improving Schools Programme. The majority of pupils are from White British backgrounds. Few pupils are known to be eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is just below average. Most of these pupils have moderate learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Smannell and Enham Primary is a satisfactory school. Following a period of considerable instability, the new headteacher has identified the strengths of the school and where improvements are required. She has gained the confidence of parents, staff and governors. One parent commented, 'The headteacher has made a real difference to the school.'

The school has a caring ethos, which supports pupils' good level of personal development and well-being. Pupils enjoy school, especially residential trips and the wide range of popular clubs and sporting opportunities available to them. They know the importance of keeping fit and eating the right things, encouraged by the healthy schools week. One commented, 'We all need to be as strong as possible.' Now that pupils' behaviour is being managed well, it has improved and is good. Pupils are generally keen to learn and quickly settle to lessons. Nevertheless, their achievement is only satisfactory. From average starting points in Reception, by the end of Year 6 pupils attain average standards in English, mathematics and science. Progress throughout the school is now satisfactory. In the past, it has been hindered by weaknesses in teaching and learning, leading to some underachievement and leaving gaps in pupils' learning. This has been particularly noticeable in Key Stage 1, where past progress has been inadequate and standards by Year 2 are below average in writing and mathematics. More able pupils, especially, have not been doing well enough. Current work is showing that pupils in Key Stage 1, including those who are more able, are now making satisfactory progress, due to improved teaching and revised planning.

The school has rightly identified that improvements are required in teaching and learning if the rate and consistency of progress is to be improved. The tracking and recording of pupils' progress is now providing teachers with information to assist with their planning of lessons. Consequently, work is starting to be better planned for different ages and levels of ability within mixed age classes. However, this is yet to fully provide a greater level of challenge for more able pupils or support for those who are less able, so that progress is slowed. Learning has also been hindered by a lack of guidance to inform pupils of how well they are doing. They have yet to take more responsibility for their own learning through knowing how to improve their work.

A detailed school improvement plan shows that the new leadership team is taking appropriate, well focused actions to bring about improvements. This is in conjunction with the Improving Schools Programme. Most of these actions are fairly recent and have yet to show an impact on the quality of teaching and learning and the progress made by pupils. Some improvement has been made to reading through the systematic teaching of sounds and letters to younger pupils, and opportunities for guided reading through the daily reading roundabout sessions. Further improvements to writing are planned through the careful assessment of pieces of extended writing, designed to show pupils how to develop and improve their work. Analysis of test results in mathematics has started to identify weaker aspects of the subject. Well managed action to improve the unsatisfactory provision for pupils with learning difficulties has quickly shown effect. Pupils' particular difficulties are now more carefully identified and better understood by teachers and support staff. The provision for these pupils is now satisfactory. All of these improvements are being underpinned by regular staff training, for example in the teaching of reading and spelling. Given this commitment and determination to do better, the school has a satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The provision for children in the Early Years Foundation Stage (EYFS) is satisfactory. A caring environment supports them in their learning. Home and pre-school visits, along with opportunities to visit the school with parents, help children to settle quickly into school. However, opportunities to develop a stronger partnership with parents at this early stage of learning are missed. Children enter Reception with levels of attainment generally in line with those expected for their age. They make satisfactory progress and, when they start in Year 1, most are working securely within the goals expected of them at this age. Some fully meet or exceed these goals. A programme for teaching sounds and letters has helped to bring about improvements in reading. There is a weakness in children's knowledge and understanding of the world. This has resulted from too few opportunities for children to explore their environment and to take more initiative in their own play and learning. Much of the learning is teacher directed and leaves too little time for children to take this initiative and become more confident, independent learners. Current building works at the school have restricted children's access to the outside area. However, planning shows that the use of the outside area is not incorporated sufficiently into children's learning. Leadership of the EYFS has identified where improvements are required but has not yet produced a detailed action plan.

What the school should do to improve further

- Raise achievement and standards at Key Stage 1 in writing and mathematics, particularly of more able pupils.
- Develop the EYFS curriculum by making fuller use of the outdoor area and providing more opportunities for children to work and play independently.
- Improve the quality of teaching and learning by ensuring that teachers make fuller use of the information they have on how well pupils are doing to plan an appropriate level of work for all and to keep pupils themselves aware of their progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily. By the end of Year 6, standards are broadly in line with national averages. Small year groups with differing abilities mean that standards overall have tended to fluctuate from year to year. Many changes of staff and a lack of permanent leadership have resulted in progress in, especially in English and mathematics, being inconsistent. The new headteacher has quickly identified that progress across the school, although overall satisfactory, is inconsistent and needs to improve. Well-planned action is being taken to this end. Pupils are now set challenging end-of-year targets to work towards and teachers are accountable for these being met.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Strong links with the church foster pupils' spiritual and moral

development well. Collective worship in school, including celebration assemblies, helps pupils to feel good about themselves and each other. They see their school as a happy place and enjoy their time here. Attendance is above average. Pupils of all ages get on well together, with older pupils particularly looking out for younger ones. A system of rewards and sanctions ensures that behaviour is good. The school recognises that there are not yet enough opportunities to encourage pupils to work cooperatively and collaboratively in lessons. To an extent, this limits opportunities to manage their own behaviour and to learn independently. Pupils feel safe in school and know that staff are on hand to sort out any problems. The school council takes its responsibilities seriously. Regular fundraising and community events help pupils to be aware of their locality and the needs of others throughout the world. These personal skills and the sound progress they make in acquiring literacy, numeracy and computer skills mean pupils are adequately prepared for their later life and learning.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with their classes and as a result, pupils are keen to learn. They are well managed with clear expectations about behaviour. Teachers and pupils use information and communication technology (ICT) well, especially the interactive whiteboards, to enliven teaching and learning. Lessons generally have clear learning intentions, but these are not always shared well enough with pupils to help them understand the purpose of the lesson. Little time is provided at the end of lessons for pupils to talk about how well they have done and to discuss any difficulties they have met. In some lessons, planning does not take sufficient account of the range of ability within classes, so that work is too easy for some and too difficult for others. As a result, progress is restricted. Learning support staff provide adequate help for the groups they are working with. However, both they and teachers miss opportunities to discuss work more fully within groups to ensure that activities are fully understood.

Curriculum and other activities

Grade: 3

The curriculum meets the needs and interests of pupils satisfactorily. There is a strong emphasis on pupils' personal development. The provision for English and mathematics is adequate. Of necessity, the school is quickly seeking to improve this, especially through further staff training and by taking part in the Improving Schools Programme. Some links have been made between subjects to make learning more interesting and purposeful. This was evident in an enjoyable Year 5/6 assembly on mountains where pupils showed how they had used their different skills effectively. The school has recognised that it is important to increase these links in order to reinforce pupils' learning and enhance their overall progress. Visits and visitors to the school provide pupils with good first hand learning experiences. Themed weeks, such as the multicultural arts week, provide pupils with memorable learning experiences. After school clubs are well supported and make a good contribution to pupils' social development. Links with local school provide further opportunities for more able pupils to work together in English and mathematics.

Care, guidance and support

Grade: 3

The school provides good pastoral care for its pupils. Arrangements to ensure their safety and welfare are fully in place. The provision for pupils with learning difficulties has improved and is satisfactory. The special needs coordinator has ensured that both teachers and support staff are now working more closely together to plan and provide for the needs of these pupils. The support in lessons for pupils with moderate learning difficulties is starting to be identified in teachers' planning. Good links with outside agencies are called upon when necessary. The progress of all pupils is now being tracked closely. They are set targets for improvement but, apart from older pupils, they are not sufficiently aware of these or of their purpose in helping them do better. Marking is generally positive; where this is most effective, constructive comments enable pupils to be clear about how to improve their work.

Leadership and management

Grade: 3

The new headteacher has provided much needed stability to the leadership of the school. With the senior leadership team, she has made an accurate evaluation of the school's performance and constructed a school improvement plan that rigorously maps the way forward. There has already been monitoring of teaching and learning which has delivered difficult messages to staff and shown where improvements are urgently needed. As a result, staff are now working more closely together and there has been some improvement in the quality of teaching and learning. Governors are supportive of the work of the school and have a sound understanding of its strengths and where improvements are needed. A lack of stable leadership in the past has meant that they have not had sufficient information to enable them to effectively monitor and question the school on its performance. Community involvement in the life of the school, including that of parents, is good. Good links with other local schools contribute to school initiatives for improvement and curriculum provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

03 November 2008

Dear Pupils

Inspection of Smannell and Enham Church of England (Aided) Primary School, Andover, SP11 6JJ

I am writing to let you know what I found when I visited your school. Thank you for taking part in the inspection. I spoke with some of you during my visit and you were always interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all of the things in which you take part. I have decided that Smannell and Enham Primary is a satisfactory school.

I liked these things the most.

- The school makes sure that you are safe and well looked after. I was impressed by the way in which older pupils looked after the younger ones.
- You enjoy school and are all keen to keep fit and eat the right things.
- You have lots of exciting events and many school clubs.
- You are keen to take on responsibilities.
- Your headteacher is doing a very good job.

I have asked the school to work on the following things now.

- Those of you in the Years 1 and 2, especially those who find learning easier, must work even harder at your writing and mathematics.
- The school must make sure that children in Reception have more opportunities to use the outdoor area in their work and play. There must also be more time for children to choose for themselves what they want to do.
- The school looks carefully at how well you are doing in lessons. It must use this information more to plan work that is just right for each one of you, neither too easy nor too hard. This will help you all to make the best progress possible. The teachers also need to use this information to make you aware of how well you are doing and how you could do even better.

I did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector