

Inspection of Smannell and Enham Church of England (Aided) Primary School

Smannell, Andover, Hampshire SP11 6JJ

Inspection dates: 21 and 22 May 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils' learning is disrupted by poor behaviour too often. Staff do not implement the school's behaviour policy consistently or effectively. The school has recently been supported by a highly skilled interim leader and external agencies, but changes have not resolved what have been persistent, long-standing issues. Despite this, pupils say that they feel safe. They know the school's values of love, courage and reverence and can talk about what these mean. Pupils attend school regularly. When pupils are at risk of low attendance, the school uses positive approaches and works with families closely.

Staff expectations of what pupils can achieve are not high enough. Since the previous inspection, the school, including the governing body, has not acted with sufficient urgency to improve pupils' learning so that they achieve well. Although the school has begun a process of change, for too long pupils have not learned enough. Recent work to ensure more pupils achieve success with phonics is beginning to show positive impact, but pupils, including those in the early years, are not as ready for their next stages of education as they should be.

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

Staff training has had some impact this year. The school has led an intensive programme of staff development, focusing on safeguarding and making sure provision for early reading is effective. These priority areas have improved. Across the wider curriculum, however, training has been more limited. The curriculum in subjects such as mathematics, history and art are ambitious for pupils but staff do not have secure subject knowledge. This means that the curriculum is not implemented consistently well. The activities that teachers choose do not help pupils to build on their prior learning as effectively as they should. Staff do not check what pupils have learned well enough. As a result, pupils have gaps in their knowledge and understanding and cannot link their learning to broader concepts effectively.

Some pupils who fall behind in their reading do not catch up quickly enough. This means that some pupils, including in the early years, are still behind where they are expected to be at this stage of their learning. The most recent published phonics outcomes were significantly below national averages. However, the school's actions mean that pupils are now learning to read increasingly well. This is because staff have developed a more robust and systematic approach to teaching reading. Phonics training has supported staff to be consistent and precise with modelling sounds and questioning pupils accurately. In phonics, staff check how well pupils have learned and identify pupils who need additional help. Reading books that pupils take home are matched closely to the sounds that they have learned. Pupils enjoy the school library to help them develop a love of reading.

The school's provision for pupils with special educational needs and/or disabilities has a number of positive aspects. The school identifies barriers to pupils' learning and adapts the curriculum to address these. Where needed, the school works with a

range of external agencies, such as educational psychologists and speech and occupational therapists.

In early years, adults' expectations of children's behaviour are not reinforced consistently well. Also, adults do not help children build specific vocabulary consistently effectively. By the end of Reception, children do not achieve as well as they should across the seven areas of learning. More positively, there is an appropriate focus in the early years on communication and language. Children share their learning joyfully. For example, when making pretend ice cream with their friends, one pupil shouted, 'This is so much fun!'. Staff use songs, rhymes and effective questioning increasingly well to help children with their learning. Most children can maintain focus and attention.

Pupils' broader personal development is limited in some aspects, although the school has the right plans in place to improve provision further. Pupils know how to keep themselves safe when online. Pupils also learn about staying mentally healthy and physically safe, but their understanding is not secure in some important areas, such as eating healthily or learning about fundamental British values. Currently, pupils have limited understanding of important topics, such as protected characteristics and diversity. They find it difficult to explain what they know about different faiths and beliefs. However, pupils enjoy debating topical issues, such as plastic use, recycling and ocean pollution. Pupils also enjoy trips and visits such as local walks and a class trip to The Living Rainforest. They engage with clubs and other activities positively, although the school is rightly intending to increase the scope of this provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that all staff promote high standards of behaviour consistently and effectively. Pupils' behaviour in lessons disrupts learning too often. The school should ensure that all staff have high expectations and manage behaviour consistently well.
- The school, including those responsible for governance, has not acted decisively and quickly enough to tackle some important weaknesses, particularly in pupils' behaviour. While some improvements have been made, for example in safeguarding and early reading, others have not been realised fully enough. The governing body must support and challenge the school effectively so that standards improve across all curriculum areas.
- The programme for pupils' personal development is not comprehensive enough. This means pupils' understanding of key aspects is limited. The school must

review the wider offer so that pupils develop the qualities they need to flourish in school and wider society

- Pupils do not achieve consistently well. Approaches to assessment are not effective enough and teachers' subject knowledge is not fully secure. The school should ensure that it provides the right training in these key areas to improve the implementation of the curriculum further.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 116370 |
| Local authority | Hampshire |
| Inspection number | 10321832 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 88 |
| Appropriate authority | The governing body |
| Chair of governing body | Amanda Cox |
| Headteacher | Emma Jefferies (Interim) |
| Website | www.smannel-enham.co.uk |
| Date of previous inspection | 8 November 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school does not currently use any alternative providers.
- The school is part of the Church of England Diocese of Winchester. The school's last section 48 inspection was carried out in September 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the staff and the members of the governing body, including the chair of governors. The inspector also met with a representative from the Diocese of Winchester, a representative of the local authority and other leaders within the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings, local authority visit reports and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

Becky Greenhalgh

Ofsted Inspector

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