

# Wallop Primary School

School Lane, Nether Wallop, Stockbridge, SO20 8EH

**Inspection dates** 19–20 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- There has been a steady decline in the standards reached by Year 6 pupils over the past few years. In 2014, the proportions of Year 6 pupils achieving the standard expected for their age was below national averages in writing and mathematics.
- Leaders have not acted quickly enough to address weaknesses in teaching and achievement. Turbulence in staffing has contributed to deterioration in standards of teaching, achievement and behaviour.
- Staff do not have a shared vision for the school because leaders have been ineffective in communicating what they want to achieve.
- Leaders do not check the quality of teaching or scrutinise the progress of different groups of pupils closely enough.
- Leaders, including governors, have not ensured that risk assessments, relating to activities and the management of a very small number of pupils, are up to date. Consequently, arrangements to keep pupils safe are inadequate.
- Early years provision requires improvement.
- Learning in lessons, including in Reception, is not always purposeful. Pupils do not always understand what they are learning. Adults do not check how well pupils understand what to do, or move them on at the right time.
- Pupils supported by pupil premium finding do not make enough progress.
- Many teachers do not have high enough expectations of pupils' presentation, standards of work, progress or behaviour.
- Teachers do not always assess pupils' work accurately so that subsequent work can be set at the right level.
- Marking does not consistently provide helpful guidance for pupils; pupils do not act on comments to improve their work.
- Pupils are ill-prepared for life in modern Britain. Their spiritual and cultural development is not promoted well.

### The school has the following strengths

- Most pupils and adults get along well.
- Attendance has improved recently.
- New governors have a clear idea about what needs to be done to improve the school.
- Children in Reception now have better access to the outdoor area than they did in the past, and this supports their physical development well.

## Information about this inspection

- Inspectors observed learning in 19 lessons included English, mathematics, physical education, history and religious studies lessons.
- Inspectors looked at work in pupils’ books in lessons, and as a separate activity with senior leaders. This included books from each key stage and work from this and last academic year.
- Inspectors considered the 52 responses to Ofsted’s online Parent View survey and the school’s own parent survey. They also spoke to parents on site and considered written and verbal comments from parents. Inspectors analysed 17 responses to a staff questionnaire.
- Inspectors listened to pupils read and attended an assembly.
- Formal and informal meetings were held with pupils. Inspectors met with the headteacher, one assistant headteacher and the leader with responsibility for pupils with disabilities and/or special educational needs. Discussions were held with two representatives from the local authority and with three governors.
- A range of documentation was also considered. This included information relating to the attainment and progress of year groups and individual pupils across the school, evidence of leaders’ checks on teaching, and the management of staff performance. The school’s self-evaluation summary, information on the school’s website and the local authority’s improvement plan for the school were also scrutinised.
- Inspectors considered records relating to behaviour and safeguarding information.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Wallop Primary School is smaller than the average-sized primary school.
- Almost half of pupils come from service families. An above average proportion of pupils join the school at different ages and/or different times in the year than is usual. Most pupils come from White British backgrounds, and none speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and pupils from service families, is well above average. Over half of pupils are eligible for this support.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school's outdoor area is large and is bordered on one side by an army base.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The early years provision in the school constitutes one full-time Reception class.
- Over the past 18 months there have been many staffing changes. During the academic year 2012/2013, one assistant headteacher was absent. The following year the headteacher was absent for one and a half terms. The local authority sourced a short-term headteacher for part of the spring term, and two interim headteachers were put in place in the summer term. One assistant headteacher was absent during the inspection.
- There have been three changes to the Chair of the Governing Body over the last year. The current Chair of the Governing Body and two other governors have taken up post recently.
- Three teaching staff joined this academic year. The leader responsible for pupils with disabilities and/or special educational needs has been in role for a short time.
- Inspectors were aware during this inspection that a serious incident which occurred at the setting since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered where appropriate, alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

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

- Improve the quality of teaching so that learning is purposeful and pupils' achievement rises by ensuring:
  - teachers have consistently high expectations for pupils' presentation and standards of work
  - teachers assess pupils' work accurately and use this information to set tasks at the right level for pupils, taking account of their varying abilities and needs
  - teachers and support staff frequently check how well pupils are managing tasks set for them in lessons, so new tasks are introduced at the right moment
  - marking and feedback provides pupils with clear guidance about how to improve, and pupils respond to this guidance.
- Rapidly improve the quality of leadership and management, including governance, by making sure:
  - leaders act quickly to raise pupils' achievement across the school, and share their vision for the school
  - leaders' checks on the quality of teaching are effective and include checking the impact of teaching on pupils' progress so that staff are held more rigorously to account for pupils' achievement
  - the evaluation of school performance includes closer scrutiny of the progress of different pupil groups
 pupils learn more about the faiths and cultures represented in our country so they are well prepared for life in modern Britain

- good practice in teaching is shared more effectively.

- Make sure that all pupils are kept safe and feel safe at school, that learning is not disrupted, and that fixed term exclusions reduce by ensuring that:

- staff consistently apply policies relating to pupils' behaviour and safety in and out of lessons
- risk assessments are regularly updated.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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## Inspection judgements

### The leadership and management are inadequate

- While leaders have recognised some areas for development, they have been ineffective in securing improvements in key areas such as achievement and teaching. Leaders have not properly addressed the areas for improvement identified at the last inspection, including the development of community cohesion.
- The school community is fragmented with many staff and parents expressing little confidence in the school's headteacher, particularly in keeping children safe or ensuring pupils' behaviour is good.
- Staff do not hold a common vision for the school. They do not understand what the school is trying to achieve because leaders have not communicated this well enough.
- Senior leaders do not hold staff to account for pupils' achievement rigorously enough. Progress is too variable across classes and subjects. As a result, while pupils may make good progress in one year they may well make inadequate progress the next.
- Systems to record pupils' attainment and progress information are not fit for purpose. They do not allow the progress of groups of pupils to be easily scrutinised and are inaccurate. As a result, self-evaluations of school performance are not accurate.
- Leaders have been too slow to address weaknesses in teaching. They have not ensured that teaching is good enough. As a result, pupils' achievement is inadequate.
- Middle leadership is inadequate. The roles of subject and key stage leaders have been carried out by the two assistant headteachers. They have undertaken some monitoring of teaching, but this has not included sufficient scrutiny of pupil progress information to judge the impact of teaching. Monitoring and staff coaching provided by these leaders has not had a positive and lasting impact on the quality of teaching.
- Changes in teaching staff and leadership have resulted in too few teachers knowing what good teaching looks like. The school should not appoint newly qualified teachers because the school's capacity to support them is limited.
- Pupils' safety has been compromised because leaders have not ensured that all staff follow policies, or take appropriate responsibility for pupils' safety. Leaders have not ensured that risk assessments relating to activities or individual pupils are always in place. Safeguarding arrangements are inadequate.
- Plans for the curriculum are appropriately broad and balanced but are not always followed by staff, so pupils' spiritual and cultural development is not promoted adequately. Not all teachers follow the set schedule for teaching religious education. As a result, pupils' understanding of different faiths and cultures is limited and pupils are not well-prepared for life in modern Britain.
- Regular assemblies about issues such as friendship and how to treat one another, alongside opportunities to work in groups in lessons, mean that pupils' social and moral development is promoted well.
- The impact of pupil premium expenditure is not properly accounted for. Previous analysis and current information about pupils' progress shows that funding is not being used well enough. Current leaders did not evaluate the impact of last year's spending. While a very small number of eligible pupils are making expected or good progress, the vast majority do not. Gaps in attainment between these pupils and other pupils nationally are not closing fast enough.
- Wide variability in pupils' achievements indicates that the promotion of equal opportunities is inadequate. However, leaders do not tolerate discrimination; most pupils were confident that derogatory comments relating to race, ability or gender would be dealt with properly, if reported.
- The leader with responsibility for pupils with disabilities and/or special educational needs has put in place support classes for these pupils and ensured statutory policies are updated. However, progress information shows these pupils do not make enough progress over time and their behaviour needs are not always well-supported.
- The local authority has an improvement plan to support the school, and has set up a link with a partner school to support leadership and teaching. These approaches have not had measurable significant impact.
- The majority of parents would not recommend this school. However, a small number spoke about their experiences positively to the inspectors.
- **The governance of the school:**
  - The leadership of the governing body has been unstable and governors have not been effective in holding school leaders to account. In the past, governors have not been well informed about the attainment and progress of pupils. Using the limited information they have access to, governors recognise that the school is performing inadequately in comparison with other schools nationally. Governors are starting to ask more searching questions of leaders in relation to pupils' achievement and use of school funding. Recently appointed governors have been working closely with the local authority

to hold senior leaders to account, but this has not had enough impact.

- The management of staff performance has not been carried out correctly in the past. Governors have put in place measures to ensure that, in future, staff salary progression will link securely with staff performance and their impact on pupils' achievement.
- Staffing difficulties have pre-occupied governors and they have not therefore ensured that sports funding has had sufficient impact. Although there is a clear outline for expenditure, no evaluation of impact has taken place.
- Governors have not ensured that safeguarding meets requirements. All necessary policies are in place and staff are adequately trained with the correct employment checks in place. However, some risk assessments have only been put in place recently; consequently, pupils' safety is compromised.

## The behaviour and safety of pupils

## are inadequate

### Behaviour

- The behaviour of pupils requires improvement because they do not engage consistently well in lessons.
- Pupils do not always pay attention in lessons because work provided does not engage them or is set at the wrong level. Pupils report that a few of their peers disrupt learning at least once a day.
- Teachers' expectations of pupils' behaviour are inconsistent and not high enough overall. Some pupils do not listen or respond quickly to teachers' instructions. Pupils do not consistently present their work well, or take pride in tasks. Pupils explained that new teachers did not always know about or apply the school's behaviour policy. In some lessons, where teachers set clear expectations, pupils behave well.
- Pupils get along well with adults. A number said that they enjoyed school and wanted to learn even more.
- Most pupils are considerate of one another at break times and behave sensibly in the dining hall. Pupils take pride in carrying out responsibilities such as the corridor monitors who have a well-developed sense of right and wrong which they use to good effect when helping other pupils behave well.
- Pupils take care of the school environment. The grounds are litter free and there is no evidence of graffiti.
- Incidents of poor behaviour are recorded appropriately and follow-up actions noted. However, pupils with specific behavioural needs are not always given effective support to help them behave well. The school has used fixed-term exclusions too frequently.
- There have been no permanent exclusions. Although attendance fell in 2013, it has now improved to above average levels.

### Safety

- The school's work to keep pupils safe and secure is inadequate.
- A considerable number of pupils reported that the actions of individual pupils and changes in staff made them feel unsafe.
- The majority of parents believe their children are not safe or well looked after.
- Pupils understand about the dangers of different types of bullying such as verbal, physical and cyber bullying. They say there is some bullying and sometimes pupils are a little rough at break times. When pupils report playground incidents, staff usually sort them out, although sometimes staff take too long to respond. Both pupils and parents say because of changes to teaching staff, pupils do not always feel confident in reporting incidents. Pupils understand about how to walk safely to school and what to do in the event of a fire in school. Older pupils have a clear understanding about how to keep safe when using the internet.

## The quality of teaching

## is inadequate

- Teachers do not have high enough expectations of pupils' achievement or consistently high enough expectations for the standard of pupils' work. Pupils' progress is inadequate in writing and mathematics.
- In lessons, pupils do not have a consistently clear understanding of what they are learning. They are able to talk about what they are doing but do not understand the purpose. As a result, they do not know how to succeed or improve their work.
- Adults, including those based in Reception, do not check on pupils' learning during lessons or move it on quickly enough.
- While teachers mark pupils' work regularly, often praising accomplishments, they do not guide them well in how to improve. Pupils do not act upon feedback; consequently, they do not develop their knowledge,

understanding and skills well enough. Teachers do not insist pupils present work neatly and some work in books is scruffy.

- Teaching of writing and mathematics is not good enough. Work in books shows that most pupils' progress in writing and mathematics is poor.
- The teaching of reading skills is more effective than in writing and mathematics, although it is not yet consistently good. Pupils read regularly in class and at home. However, the teaching of letters and sounds requires improvement, as does the support provided to pupils who have low starting points.
- Teachers do not assess pupils' work accurately or use information about what pupils have already achieved to set work at the right level of difficulty. Often the work set is not challenging enough. For example, the same work sheet is given to the least and most able pupils, or pupils are not given enough guidance about which level of book to read. Consequently progress in English and mathematics is weak.
- Adults do not always provide disabled pupils and those with special educational needs with effective support in lessons. Adults do not clarify the purpose of tasks or check on learning regularly enough.
- Where learning is more successful, pupils receive work at the right level, teachers check their learning and move them on at the right time. For example in a Year 6 mathematics lesson, the most able pupils worked on complex fraction and percentage problems while the less able worked out equivalent fractions.
- In some classes, adults celebrate pupils' work by placing it on display. In others, pupils have reminders on walls about key mathematical vocabulary and spellings. In corridors, pupils' art work also adorns walls. However, these features are not consistently evident.

### The achievement of pupils

### is inadequate

- There has been a steady decline in the standards reached by Year 6 pupils in English and mathematics over the past few years. Pupils, including those who join the school other than at usual times, do not make enough progress from their starting points.
- In 2014, the proportion of Year 6 pupils who made good progress in writing and mathematics was much less than the national figure. The proportion of pupils who reached the expected standard for their age was also low.
- Pupils' progress in reading is better than in writing and mathematics, but still requires improvement. By the end of Year 6, their attainment is in line with that seen nationally.
- Disadvantaged pupils make inadequate progress. Gaps between them and other pupils nationally widened in all areas except spelling, punctuation and grammar in 2014. Disadvantaged pupils lag behind other pupils nationally by between two and three terms in reading, writing and mathematics, and are behind their peers in the school by one term in writing and mathematics, and one and a half terms in reading.
- The most able pupils mainly do not make good progress over time because work in lessons is not always set at the right level.
- Disabled pupils and those with special educational needs do not make enough progress because teachers' expectations are too low and teaching is not good enough to support them.
- White British pupils and those from minority ethnic backgrounds make similar amounts of progress.
- Although published data indicate that pupils' achievement across Key Stage 1 is stronger than among older pupils, teachers' assessments are not consistently accurate. Current learning in lessons and work in books indicate that pupils sometimes make good progress, but not consistently enough to achieve well over time.

### The early years provision

### requires improvement

- Early years provision requires improvement because not enough children make good progress from their starting points. Children enter Reception from two main pre-schools. They usually arrive with skills which are typical of children of their age. While the majority reach a good level of development by the end of the year and are ready to start in Year 1, too few make accelerated progress and achieve well.
- Children are well-supported in their personal and social development. Their reading, writing, speaking and physical development is also promoted well. Adults plan a range of activities linked to a theme, such as shape, so that children have good opportunities to make choices and work independently. However, they are sometimes left for too long without adults checking on their learning. Consequently their progress is not as good as it could be.
- 'Learning journals' (collections of children's work and adult observations) are well-organised and lively.

Work shows children's development over time. While progress is good for some, this is not consistent for all children, particularly those at an earlier stage of development. During the inspection some of the most able children were seen making impressive gains in writing. They moved from writing simple words at the start of the year to writing in full sentences and spelling words such as 'unfortunately' correctly by the end of the year. However, other children made less progress, writing only one or two simple words by the end of the year. In addition, children had few opportunities to develop their understanding of number.

- Parents are involved in celebrating children's progress through 'Wow' moments. However, parents' involvement in ensuring their children's initial assessments are accurate is not strong enough. Leaders do not scrutinise progress information for groups of children, so trends and patterns are not analysed.
- School leaders have acted to improve access to the outdoor area for Reception children. Nevertheless, outdoor activities are not always purposeful enough to enable children to achieve well.
- Children are managed well by adults in lessons both indoors and outdoors so that they behave well. Children in this section of the school said that they enjoyed school. Parents spoke positively about provision in Reception.
- Children move around safely and are helped to keep safe in this section of the school.



## 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

<b>Unique reference number</b>	115957
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	444004
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Hegerty
<b>Headteacher</b>	Ian Brown
<b>Date of previous school inspection</b>	10–11 May 2010
<b>Telephone number</b>	01264 781216
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