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Mr Martin Lambert
Wallop Primary School
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Hampshire
SO20 8EH

Dear Mr Lambert

Special measures monitoring inspection of Wallop Primary School

Following my visit with Jenny Boyd, Ofsted Inspector, to your school on 22 and 23 September 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in November 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time:

The school is taking effective action towards the removal of special measures.

Newly qualified teachers may only be appointed in consultation with me, before the next monitoring inspection.

This letter and the monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Louise Adams
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2014

- 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 provide 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.

Report on the second monitoring inspection on 22 and 23 September 2015

Evidence

Inspectors observed the school's work and scrutinised documentation. They met with the headteacher, the deputy headteacher and other leaders. They also met with a group of parents from across the school, pupils from Years 5 and 6, members of the governing body and representatives from the local authority. Inspectors visited lessons, spoke to pupils in class and looked at work in their books. They observed how pupils conduct themselves in lessons and around school. Inspectors also took account of two letters from parents.

Context

As planned, the substantive headteacher joined the school in May. A new deputy headteacher and Key Stage 1 team leader started in September. Several new teachers also joined in September. The Chair of the Governing Body, the school adviser and the area manager from Hampshire have also changed.

Outcomes for pupils

Outcomes for pupils are improving in some subjects and year groups; nevertheless, inconsistencies remain. This reflects the historic and more recent standards of teaching.

In national tests, the proportion of pupils who achieved the expected levels in reading and mathematics increased and was above the national average. However, there was a slight decline in the proportion achieving the expected level in writing and this was below the national figure. At Key Stage 1, results declined in reading and writing but rose in mathematics.

The progress of disadvantaged pupils continues to be well below others. Leaders and teachers know which pupils need to make accelerated progress and plans are in place to make this happen.

Work in books shows that pupils are making progress. However, in some classes, the progress is not fast enough for pupils to make up lost ground. Where teaching is more effective, the progress is faster and pupils are catching up to where they should be.

Quality of teaching, learning and assessment

Teaching is improving but this is happening more rapidly in some classes than others. It is positive that all teachers are keen to improve and are clear about what they need to do to be more effective. In almost all lessons seen, pupils were

motivated to work on the activities set. In the best lessons, the activity linked well to the planned learning and pupils were able to explain the purpose of the lesson.

Leaders and many teachers now have higher expectations of what pupils can achieve. Standards of presentation are higher and pupils are taking greater pride in their work. However, there continues to be variability across the school.

Teachers have a better understanding of assessment, in terms of why and how it needs to happen. They are becoming more skilled at assessing accurately but there is some way to go before they have full ownership of pupils' progress. Some teachers are using learning time well to check how pupils are doing, and then working with them individually or in small groups so more progress is made. In some classes teaching assistants provide similarly effective support. Almost all teachers are reviewing work in line with the school's marking policy; however, the feedback is not sufficiently focused on the relevant areas for development to enable pupils to progress further.

The good practice observed during the inspection is not yet being shared. Teachers who are not yet good have not been given enough opportunity to observe stronger practice. This means they do not always know what they should be aiming for.

Personal development, behaviour and welfare

Behaviour has continued to improve, supported well by the recently implemented system of rewards and sanctions. There is greater consistency of staff expectations, leading to better behaviour around the school. In lessons, pupils' behaviour usually, but not always, reflects the quality of teaching. When lessons are well planned and structured to meet pupils' needs, the class is generally calm. However, in lessons where instructions and learning are not clear, or the task is not at the correct level, pupils quickly become disengaged. Exclusions are much reduced and there have been none this term.

Attendance continues to be an issue, and is marginally lower than last year. Leaders are aware of this but no action to improve the situation has been taken.

Since the monitoring visit in March, the school's good work to keep pupils safe has been maintained. The pupils who met with inspectors say they are happy and well cared for in school. However, some are not confident that bullying is always managed well by all staff.

Effectiveness of leadership and management

Under the headteacher's positive and effective leadership, there is a sense of energy and enjoyment around the school. The new staff, together with the existing team,

are very keen to make the school the best it can be and are working well together to drive improvements, in line with the school improvement plan.

The headteacher's and deputy headteacher's regular checks in lessons and around the school are bringing about improvements in teaching, learning and behaviour. Teachers are responsive to the thorough feedback and guidance they receive. The new processes for target setting and checking pupils' progress are helping leaders to hold teachers to account. However, these processes are not yet embedded.

The headteacher and deputy headteacher have sensibly begun to develop key stage leaders' skills, so that these leaders can support them in ensuring consistency in the quality of teaching and pupils' outcomes. This development needs to be prioritised to enable the school to make more rapid progress and to ensure that leaders are undertaking the full scope of their roles.

Leaders' work to develop the curriculum has ensured that it is more engaging and purposeful. However, opportunities to develop pupils' understanding of other faiths and cultures are still being missed. Pupils are not yet being prepared well for life in modern Britain.

Governors have a good understanding of the school. Their regular focus group meetings provide a useful opportunity to hold the headteacher to account. Leaders' and governors' regular reviews of progress are positive; it is vital that the records of these meetings robustly record where accelerated progress is and is not taking place.

External support

Governors and the headteacher are very appreciative of the effective support that is now being provided by the local authority. The strategy group, which is organised and led by the local authority, and attended by leaders and governors, is rightly focused on school improvement. A greater focus on pupil outcomes would make this even more useful. Advisers provide useful support and development for leaders, and this is helping the school to progress more quickly.