

Wallop Primary School

Inspection report

Unique Reference Number	115957
Local Authority	Hampshire
Inspection number	338690
Inspection dates	10–11 May 2010
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Howard Floyd
Headteacher	Ian Brown
Date of previous school inspection	11 May 2010
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were seen and 10 teachers and practitioners were observed. The inspectors held meetings with governors, staff and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 47 questionnaires from parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress that pupils make in English in Key Stage 2
- the key strengths in teaching that contribute to pupils' learning
- the extent of the role that teachers play in the school's monitoring and evaluation procedures
- the effectiveness of the steps taken to improve its promotion of community cohesion.

Information about the school

Wallop is a smaller than average village primary school. It serves the surrounding villages. In addition, over half the pupils come from homes where parents are serving in the nearby Army Air Corp camp. Because many of these families frequently move home, there is very significant movement of pupils in and out of the school. For example, of the current Year 6 class, only seven pupils have been in the school since the age of five. The very large majority of pupils are of White British heritage. There are a few pupils who speak English as an additional language and are at an early stage of learning English. The number of pupils who have special educational needs and/or disabilities is average.

There has been a significant turnover of staff recently. The school has had a new headteacher and three new teachers in the current school year. There is a privately run pre-school on the site that is not managed by the governing body and is subject to a separate inspection. The school has gained the Healthy Schools Award and the Sports Activemark.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wallop is a good school. The new headteacher provides outstanding leadership and management. He has successfully built on the many strengths that were reported in the last inspection. As one parent wrote, 'I have nothing but praise for the new head. He is very approachable, and listens and acts on our suggestions and concerns very quickly.' The headteacher has a clear vision for the future of the school that is shared by the staff who work together closely as a team. He has acted swiftly to ensure that achievement in English at Key Stage 2, which had dipped to satisfactory levels, has been improved, and that progress is now good for all groups of pupils. The school's self-evaluation is thorough and accurate, involving all members of staff, and has rightly identified the key priorities to boost provision and standards. The governors play an important role in ensuring that the school meets statutory requirements and they check closely on the school's provision. As a result of these factors, the school's capacity to sustain improvement is good.

The good levels of care and support provided for the pupils, underpinned by a positive and inclusive ethos, result in pupils being happy and enjoying school and learning. The very high number of pupils that move into the school throughout the year are supported particularly well in their first few weeks. They say that all the pupils help them to settle and quickly make friends. The good partnership with parents and carers also contributes positively to make this a thriving and cohesive school which plays an important role in the local community. However, the development of links to promote national and global cohesion are at an early stage and the school has correctly identified this as a priority. Pupils behave well, have positive attitudes and say that they feel safe in school. All these factors contribute well to the pupils' good achievement and progress in their learning.

Children get off to a good start in the Early Years Foundation Stage. Provision here is good and children settle very well because their welfare is promoted very effectively. However, provision in the Reception class is hampered because, despite the best efforts of the Reception staff, the outdoor space is not easily accessible to them and it is also a thoroughfare for older pupils. Despite this, the children achieve well and almost all attain the expected goals when they move to Year 1. All groups of pupils are currently making good progress in both key stages. The proportion of pupils exceeding the expected levels throughout the school is improving and is currently above the national average in English, mathematics and science. A number of pupils in Year 5 are already attaining levels above those typically expected at the end of Year 6 in both English and mathematics. This improved attainment is the result of close tracking of pupils' progress, enabling staff to intervene very quickly and support any pupils who are in danger of

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slipping behind. It is also the result of good quality teaching. Because teachers manage pupils well and generally provide interesting and challenging tasks, classrooms have a calm and purposeful atmosphere in which pupils enjoy learning. However, even though some teaching is outstanding, some teaching is no better than satisfactory. This is because, on occasion, teachers do not make learning intentions clear and they require pupils to spend too long listening to their explanations.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all at least good by:
 - ensuring that learning intentions are always made clear
 - reducing the amount of time that pupils are required to spend listening to teachers.
- Provide more experiences for pupils to develop an understanding of community cohesion, particularly in the United Kingdom.
- Improve access to the outdoor area for children in the Early Years Foundation Stage and ensure that this learning space is not used as a thoroughfare for other pupils.

Outcomes for individuals and groups of pupils**2**

Learning and progress are good.

This ensures that pupils have good levels of skills in English, mathematics and science and are well prepared for their move to their next school. The good quality of learning in most lessons is resulting in a steady rise in attainment. Because the quality of teaching is consistently good in Years 1 and 2, attainment at the end of Year 2 has been generally above average in recent years. However, it has slipped back to average levels in the past at the end of Year 6. However, this is no longer the case because there has been a concerted effort by the staff to accelerate learning. The focus on strengthening the pupils' involvement in their own learning is paying dividends. Pupils know their targets well, and understand what they have to do to succeed. This, when linked to work that is closely matched to their individual learning needs, is resulting in a steady rise in attainment. Current Year 5 and 6 pupils are on track to attain standards that are above the national average. In Year 6, pupils particularly enjoy writing and, because of the focused teaching which provides a clear purpose for writing, they are inspired to write at greater length. This was evident in a good literacy lesson where pupils were planning writing that linked very well to their study of Victorian England. Pupils who find learning hard make good progress towards their individual targets because they are given good quality support both by their teachers and support staff.

Parents are almost unanimous in saying that their children enjoy school and the pupils agree! They are courteous and polite and they relish the many opportunities that they have to take on responsibility by being playground buddies, helping and supporting new pupils into the school or by being members of the influential school council. Their good understanding of how to remain healthy is reflected in the school's award of Healthy

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School status and the work that they have done on a travel plan.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils say that they enjoy lessons because their teachers make learning fun. Teachers ensure that there is a good match of the levels of work provided to meet the needs and differing abilities of the pupils. Both teachers and teaching assistants use questioning well to develop the pupils' ideas, vocabulary and skills. There has been a review of the school's marking policy which now means that teachers make helpful comments and use assessment information well to set challenging targets for pupils, particularly in numeracy and literacy. This helps the pupils to understand what they need to learn next.

The school has maintained the good quality of the curriculum since the previous inspection. It is particularly strong in the wide range of additional activities that are provided, including the large number of clubs, mainly focused on sports and music, which pupils enjoy both during lunchtimes and after school. In addition, pupils talk enthusiastically about their residential visits which include an overnight stay in the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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school for pupils in Years 2 and 3. Learning is made meaningful and relevant by linking subjects together. This is achieved particularly effectively with writing and information and communication technology tasks. There is a good emphasis placed on pupils' personal and social development and this supports the pupils' good social and interpersonal skills. The quality of pastoral care is good. A good example of this is in the effectiveness of the transition arrangements for the many pupils that enter and leave the school during the year. Pupils say that the adults are always available to help them if they have any concerns or problems. In addition, there is good support for the pupils with special educational needs and/or disabilities and this enhances their achievements. The school is particularly adept at ensuring that all pupils are involved in all that goes on in school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has quickly established himself as a highly effective leader. He is already much admired by pupils, staff, governors and parents and carers. He has harnessed the skills of teachers and teaching assistants well building on the strengths which were noted in the last report. With very good support of the whole staff, he sets challenging targets for improvement that drive the school forward. The newly established senior leadership group is effective. Both the deputy headteacher and key stage leaders play an important role in helping to check the school's provision and pupils' progress. This work is carried out rigorously and systematically. Senior leaders are supported well by all the teaching staff, who make a positive contribution by monitoring provision in their areas of responsibility. Clear priorities and initiatives identified in the school's strategic plan are improving teaching, learning and the curriculum, which in turn has resulted in improvements in writing and mathematics. Frequent analysis of pupils' achievement is used effectively to identify pupils who need additional support and those that are gifted or talented so that provision can be adjusted to meet their needs.

The school promotes equality of opportunity while tackling any discrimination effectively and this helps to ensure that all pupils achieve well. Governors play an important role in the school. They support the school well, develop a good understanding of the school's strengths and weaknesses by regular monitoring visits, and they fulfil their role effectively. A suitable emphasis has been placed on ensuring that pupils' health and

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safety is assured and child protection arrangements meet statutory requirements. There is a strong sense of community between pupils, parents and carers and the local community, including the Army camp. For example, pupils organise an annual Remembrance Day Service and the Parish Council have involved the school council in the development of the Parish Plan. The Parish Council have also been involved in the development of the school travel plan. Nevertheless, the school is very aware of the need to foster national and global links to enhance their promotion of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the school with a wide range of abilities. Overall, their skills are similar to those typically found. All groups of children make good progress in the Reception class because provision is good. Staff are particularly adept at ensuring that all children enjoy the wide range of opportunities available to them. Teaching is consistently good and sometimes outstanding. This was so when the children were creating a dance in the hall to re-tell the story of the Very Hungry Caterpillar. In this session, children worked independently and in small groups to interpret the story successfully. Teaching was enhanced because the practitioner took careful notes of the children's achievement in order to ensure that future physical development and creative activities matched their needs. Children's welfare is promoted very well from the moment they enter school. One parent commented, 'Our son is one of the youngest but has thrived in this caring, stimulating, supportive and positive environment. We feel he could have had no better start to his school life.'

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Staff ensure that there is a very good balance between activities that the children choose for themselves and those that are directed by the adults. The classroom is very well resourced and provides a rich and exciting learning environment. However, children's learning outdoors is severely hampered because access down steep steps, when linked to the fact that the outdoor space is used as a thoroughfare, limits this space being used effectively. The Early Years Foundation Stage is led well and this, too, contributes to the good quality of the provision and children's good achievement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all the parents and carers who replied to the questionnaire or spoke to inspectors expressed their full support for the school. Parents and carers frequently said that the school is very caring and commented on how much they appreciated the work of the new headteacher. In particular, many parents and carers commented on how the newly introduced coffee mornings provide a good opportunity to exchange views. Some parents and carers said that they were particularly appreciative of the change made as a result of ideas and views expressed at these meetings. All parents and carers said that their children are kept safe and that they make good progress. Inspection findings confirm the parents' and carers' positive comments about the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wallop Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection.

In total, there are 169 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	68	14	30	1	2	0	0
The school keeps my child safe	29	62	18	38	0	0	0	0
The school informs me about my child's progress	22	47	24	51	1	2	0	0
My child is making enough progress at this school	26	49	24	51	0	0	0	0
The teaching is good at this school	32	67	14	30	1	2	0	0
The school helps me to support my child's learning	25	53	21	45	1	2	0	0
The school helps my child to have a healthy lifestyle	23	49	23	49	0	0	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	30	32	68	0	0	1	2
The school meets my child's particular needs	19	40	26	55	1	2	0	0
The school deals effectively with unacceptable behaviour	17	36	25	53	2	4	0	0
The school takes account of my suggestions and concerns	17	36	28	60	2	4	0	0
The school is led and managed effectively	25	53	21	45	1	2	0	0
Overall, I am happy with my child's experience at this school	33	70	12	26	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



12 May 2010

Dear Pupils

Inspection of Wallop Primary School, Stockbridge, SO20 8EH

Thank you for making us welcome when we inspected your school. We enjoyed talking with you when we were finding out all about your school. Yours is a good school. These are the things that we especially liked:

- you make good progress in your learning so that by the time that you leave the school you attain above average levels in reading, writing, mathematics and science
- your good behaviour, the way that you get on together and, in particular, how you help the many new pupils who come into your school to settle and make friends quickly
- your teachers make sure that you learn well by making your lessons interesting and giving you activities that challenge you
- your new headteacher is doing a very good job
- the adults look after you well.

Even in a good school like yours, there are things to do to make it even better. We have asked the adults to do three things. First, to make sure that all lessons are as good as the best. Second, to find ways for the children in the Reception class to have a better outdoor space for their learning. Finally, for the school to help you to learn more about other communities in the United Kingdom so that you can see how other children live.

We hope that you continue to enjoy your education.

Yours sincerely

Keith Sadler

Lead inspector

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