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11 March 2015

Mrs E Jefferies and Mrs C Kirby
Interim Headteachers
Wallop Primary School
School Lane
Nether Wallop
Stockbridge
SO20 8EH

Dear Mrs Jefferies and Mrs Kirby

Special measures monitoring inspection of Wallop Primary School

Following my visit to your school on 10 March 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 recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in November 2014.

Evidence

During this inspection, I met with you both and the recently appointed substantive headteacher, who has provided interim leadership for a period during the past year and will take up the permanent post in May. I also met with the part-time acting deputy headteachers, governors and representatives from the local authority. I visited classrooms with leaders and looked at work in pupils' books. I also reviewed documentation and evaluated the local authority's statement of action and the school's improvement plan.

Context

Since the inspection in November, the headteacher resigned and the school has been led by two interim headteachers. A permanent headteacher has now been appointed and is due to start in May. A number of teachers have also left and you have managed to recruit sufficient teachers to ensure all classes remain in single year groups. Two part-time acting deputy headteachers recently joined the school.

The quality of leadership and management at the school

Your leadership is helping to stabilise the school and drive improvements. You rightly identified safety to be the highest priority for improvement. You have put the necessary systems and procedures in place to help keep pupils safe. Risk assessments are up to date and staff have been trained in their responsibilities for keeping pupils safe. You are implementing the recommendations from the health and safety review.

Behaviour is improving. The behaviour management training for all staff helps them tackle behavioural issues more effectively. Pupils and staff say the school is much calmer and pupils are learning more because lessons are not interrupted. You have also taken appropriate action to ensure that pupils with specific behavioural needs are provided with better support. Recording and reporting of significant behaviour incidents are compliant with local authority expectations but do not provide sufficient detail to enable leaders and governors to track incidents individually and altogether.

Governors have undertaken an external review which identified ways in which they can carry out their roles more effectively. During this period of transition, the governors have taken the sensible decision to utilise the expertise of a few recently appointed but experienced governors. This small group meets regularly and is appropriately focused only on school improvement. It is essential that there is a robust system for communication between you and this group to sustain the rapid pace of improvement.

Teaching is improving. Teachers are beginning to plan sensible sequences of lessons. This means pupils have more opportunities to develop their skills and knowledge systematically. We saw evidence in books that this is now happening consistently in some classes. The links between the learning objectives and the activities are improving; this is more noticeable in some classes than others. In one lesson we saw the teacher had planned a useful activity to learn about nets of shapes, but failed to teach the pupils the necessary skills to carry out the task accurately, so learning was limited.

Assessments of pupils' progress, and the method by which their progress is tracked, have improved. You have implemented a new system for recording progress data and are rightly confident that the information is now accurate. Governors and leaders need to use this information to check how much progress pupils are making and hold teachers to account. The school's development plan sets out the actions required to drive improvement in the necessary areas, although there is too little reference to the expected impact on pupils' progress as the key measure of success.

You have carried out the required external review of the pupil premium grant (funding to support disadvantaged pupils and those from service families). You have

sensibly identified one of the acting deputy headteachers to make necessary improvements in this area and to monitor the impact made more closely.

You have improved communication with parents and carers. The weekly newsletter and new parent forum provide useful mechanisms for parents and carers to know about the changes you are making and to be involved.

The support provided by the local authority has been relevant and effective. The main focus has been on brokering leadership support at all levels. The statement of action provides useful details about what help will be provided to enable the school to make progress in other areas.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

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

Yours sincerely

Louise Adams
Her Majesty's Inspector