

# Wallop Primary School

## Inspection report

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<b>Unique Reference Number</b>	115957
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290377
<b>Inspection dates</b>	27–28 June 2007
<b>Reporting inspector</b>	David Marshall

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

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<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 on roll</b>	
School	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Major H Floyd
<b>Headteacher</b>	Mr D P Paterson
<b>Date of previous school inspection</b>	25 February 2002
<b>School address</b>	School Lane Nether Wallop Stockbridge SO20 8EH
<b>Telephone number</b>	01264 781216
<b>Fax number</b>	01264 782347

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Wallop is an average size - one-form entry - primary school. The pupils come from a wide variety of backgrounds, ranging from prosperous to relatively deprived. Annual statistical analysis shows that a large proportion, around 60%, of pupils come from homes where parents are serving in the armed forces. These children are subject to a high turbulence rate, experiencing moves both within the UK and abroad. Of the current Year 6 class of 30, only eight pupils have been at the school for their whole primary school education. A relatively high proportion of pupils have learning difficulties or disabilities. A below average percentage of pupils come from ethnic minority backgrounds.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Wallop Primary is a good school with outstanding features. Its effectiveness is due to the excellent leadership of the headteacher, the overall efficiency of the management and the outstanding quality of pastoral care it provides for its pupils. The staff create a very supportive atmosphere for learning that ensures that pupils make good progress and achieve well. The school's arrangements for welcoming pupils and settling them into their classes are outstanding. When talking to a number of pupils who have entered the school recently they all agreed with one girl who said, 'This is the best school I have ever been in, and I feel as though I have been here for ever.'

Children start in the Reception class with skills and understanding that are in line with expectations for their age. They are given a good start to their education and achieve very well. By the time they start in Year 1 they are very confident and have excellent relationships with one another. Thanks to the care shown by all adults, pupils of all abilities continue to make good progress throughout the school. Careful analysis and planning have enabled pupils to reach significantly higher standards in national tests this year. Pupils with learning difficulties benefit from well focused support and make good progress; most attain average standards by the time they leave the school.

Teaching and learning are good, and occasionally outstanding. Observations and assessments of what the pupils know and can do are collected well and shared with all concerned. Lessons are well planned and are interesting and inclusive, making sure that all pupils enjoy learning. The pace of lessons and appropriateness of the work offered to pupils are very good in most classes, but these best features are not always seen in all classes. On these very few occasions, pupils' progress, particularly that of the more-able, slows. By providing good quality help from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make very good progress.

The excellent climate for learning enables pupils to achieve an outstanding standard of personal development and well-being. All pupils are cared for exceptionally well and all of them, including the most vulnerable, are safe and secure. All staff constantly look for ways to enthuse pupils through modifying their approach to delivering the curriculum. The curriculum covers all subjects well and is enhanced by a very good range of additional activities.

The headteacher provides first-rate leadership. He is very ably supported by his deputy and all staff and developments are driven forward at a good pace. Strengths and weaknesses are speedily identified because the school has good systems for monitoring its work, in which the governing body plays a key role. Teamwork is excellent. The school has continued to improve from the strong position at the time of the last inspection. The school's capacity to continue to improve is very good.

### What the school should do to improve further

- Use the school's current systems for sharing best practice to increase the quantity of good and outstanding teaching by ensuring that teachers consistently provide appropriate work for all pupils.

## **Achievement and standards**

### **Grade: 2**

Throughout the school pupils achieve well. Children in the Reception class are given a good start to their education and achieve very well. By the time they start in Year 1 they have achieved expected levels in all areas of learning and have learned to cope very well with the many different children starting at the school.

Thanks to the care shown by all adults, pupils make good progress. The school has focused well on raising standards at the end of Key Stage 1. The number of pupils achieving the expected levels in 2007 in writing and mathematics has risen significantly, to above average levels. The detailed school tracking shows that the few pupils in Year 6 who have been in the school since the Reception class have made good progress. Standards in the current Year 6 are above average. Because of the enthusiasm and availability of staff, pupils also acquire a high level of skill and understanding in music and information and communication technology (ICT) by the time they leave school. Pupils with learning difficulties benefit from well focused support and most attain average standards by the time they leave school.

## **Personal development and well-being**

### **Grade: 1**

Pupils speak glowingly of all the school does for them. They have excellent attitudes to learning. Their high levels of spiritual, moral, social and cultural qualities are seen in the ways in which they value one another, listen attentively to different views, raise funds to support charities and welcome opportunities to learn about the wider world. Behaviour is exemplary and one pupil said she was pleased she had joined the school because, 'There is no bullying here, and everyone is friendly.' Pupils love coming to school and their attendance is above average.

Pupils express their ideas clearly and enjoy the opportunities to be involved in decision making. They are very positive about how the staff respond to their needs and enjoy being school council members. The pupils make a good contribution to the local and wider communities, joining in a variety of events. They enjoy responsibility and work hard as peer mentors and supporting younger children. They are knowledgeable about how to keep healthy and safe, and have a well developed understanding of the dangers and benefits of drugs. Pupils eagerly join in the many and varied extra-curricular sporting and musical activities. They are excellently prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. In the Reception class the teacher uses her knowledge about how young children learn well to plan activities that are exciting, enjoyable and relevant to their needs. As a result they become confident learners, ready to take on the challenges of the next stage.

Throughout school teachers manage pupils well and relationships are excellent, creating a purposeful and happy learning environment. Teachers put their subject knowledge and questioning strategies to good use to extend pupils' learning and challenge their thinking. The fun pupils in Year 6 had in one of the drama lessons based on 'A Midsummer Night's Dream'

is typical of how pupils enjoy and are involved in their learning in the best lessons. Although assessment is generally used very well to plan for individual needs, there are day-to-day instances where the planned activities are not sufficiently challenging for some pupils because of the wide range of abilities within the groups. Marking of pupils' work is effective in providing them information about how well they have done and what they need to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good with some outstanding features. The well planned curriculum covers all subjects and is particularly strong in music and the performing arts, where pupils make excellent progress. The introduction of the RRR programme (Rights, Respect and Responsibilities) in Year 4 further enhances the curriculum by enabling pupils to extend their personal skills and citizenship. In the Reception class there is a good balance between activities that are chosen by pupils and those directed by adults. Staff are currently building into their planning further opportunities for pupils to evaluate their own learning, though this is not yet consistent throughout the school. The school provides an excellent range of out of school activities and clubs. The extensive school grounds are used very well to develop pupils' physical and personal skills along side their academic achievement.

## **Care, guidance and support**

### **Grade: 1**

The school gives the highest priority to the care, guidance and support of its pupils in a safe, enjoyable and secure environment. This is particularly crucial to this school where there is such a high level of pupil mobility. The strategies to support pupils and parents who are new arrivals to the school are excellent. Policies and procedures to safeguard pupils are firmly embedded and understood by all staff. The provision for pupils with learning difficulties and disabilities and those who are learning English as an additional language is very good. As a result they make very good progress and are fully involved in the life of the school. Pupils say they are happy to talk to teachers if they are sad. One summed it up, 'Teachers always get you through rough times and help you to understand things'. Pupils' academic guidance is very good. Although some aspects are new, the reviewed tracking system has added extra rigor to the process and pupils are more involved in their own learning by evaluating their progress against their targets.

## **Leadership and management**

### **Grade: 2**

The very experienced headteacher's leadership is excellent. All staff follow his lead and teamwork is an aspect stressed by all in the school. The administrative team and site manager are considerable assets to the school and are very much appreciated by all concerned. One way in which everyone follows the headteacher's exemplary lead is to relate extremely effectively with all pupils, parents and the local community. There is a high commitment to include all pupils, including the very many newcomers, in all activities and the care and concern for all pupils is high priority.

Management at all levels is good and strongly committed to the continuing professional development of staff. This is reflected in their drive to continue to improve the consistency of teaching and learning and do their very best for all pupils.

There is a good understanding of the strengths of the school and areas that need more development. The school improvement plan provides clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The excellent governing body is totally involved in this process and brings a wide range of skills to bear as governors to act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

11 July 2007

Dear Pupils

Inspection of Wallop Primary School, Stockbridge, SO20 8EH

Thank you for making us so welcome and sharing with us your thoughts and feelings about school. You obviously thoroughly enjoy lessons and activities and contribute much in making the school successful. We think you go to a good school, and your behaviour, positive attitudes to work and play and the ways in which you care for one another are outstanding.

The school is a caring place and the staff work hard to make learning fun. The teaching is good and the curriculum also helps to make learning interesting. We were very impressed by your enthusiasm for all of the extra activities you join in and for the sensible way you discuss your work. The school is well organised and your headteacher and the staff make sure that everything runs smoothly. You play your part well in making decisions through the school council.

We have asked your teachers to make sure that no matter which class you are in all your lessons are as good as most of them are. In turn you must carry on listening carefully and take note of what your teacher says. Then you will all continue to make really good progress in your learning.

We wish you all the very best.

Yours sincerely

David Marshall Lead inspector