



Head Teacher's Report

For the Nether Wallop Parish Council AGM

Martin Lambert



10th May 2019

School Context:

We currently have 124 on role (Capacity is 210).

Class Name	No of children	Girls	Boys	FSM	Service	LAC	SEN	EAL
Kites – Reception	19	12	7	0	10	0	0	1
Buzzards – Year 1	19	7	12	0	11	0	0	1
Buzzards – Year 2	8	2	6	0	4	0	3	1
Hawks – Year 2	15	10	5	0	13	1	0	0
Hawks – Year 3	14	9	5	2	4	1	3	2
Owls – Year 4	14	5	9	2	9	1	0	1
Owls – Year 5	7	5	2	1	4	0	0	0
Eagles – Year 5	10	4	6	0	6	0	1	2
Eagles – Year 6	18	11	7	0	6	0	3	0
Totals	124	65	59	5	67	3	10	8
Percentage	100%	52%	48%	4%	54%	2%	8%	6%

Presently the children are allocated through 5 classes. The classes are mixed-aged classes except for Kites (Year R). Our current PAN (Pupil Admission Number) is 30.

Of the children on role we currently have 48% Boys and 52% Girls.

54% of our children come from the local Army Air Corp. base. 12 children are on the 'ever 6' register for Free School Meals, although only 4% children currently take up free school meals. There are 2% of our children who are looked after currently at the school and 0 child with Education Health Care Plans (EHCPs). 8% of children on the SEND register.

We employ 8 Teachers, of which 2 are on the leadership scale (including the HT and DHT), 3 are on the upper pay scale, and 3 are Main scale teachers. Of the 8 teachers we have 5 FTE and 3 PTE teachers. We employ 6 LSAs, with two of them being HLTA (Higher Level Teaching Assistant). All are around 28 hours per week. We employ a FT School Administrative and Finance Officer and 1 FT Administration Officer. 1 caretaker/cleaner and 1 cleaner on 25 hours per week, this cleaner role is a casual member of staff whilst our normal cleaner is off on long term sick.

Turbulance

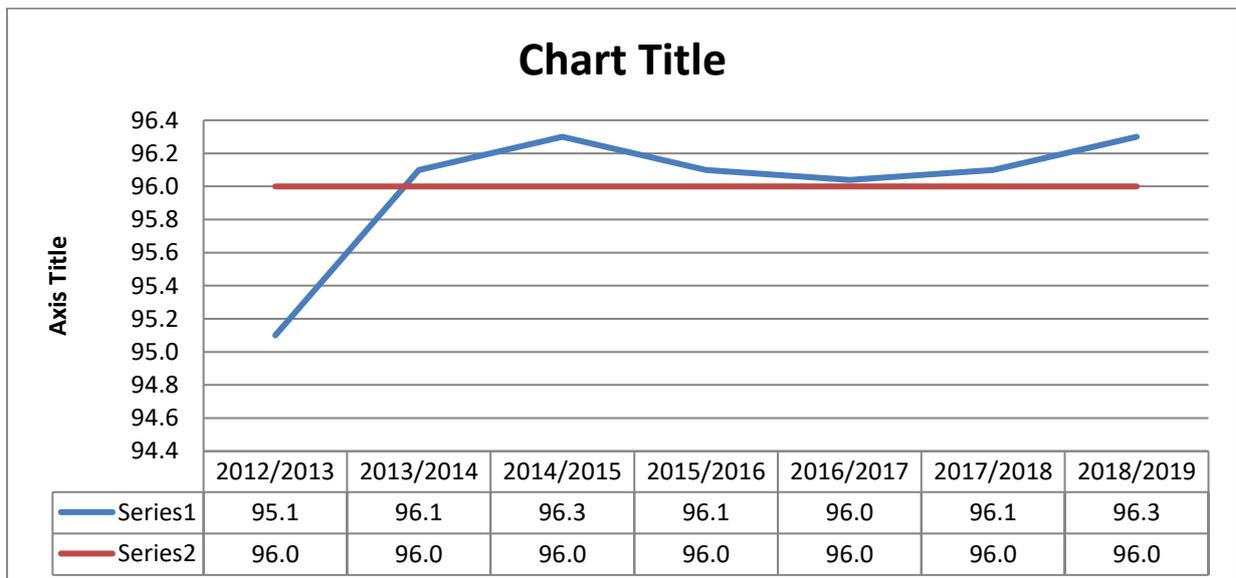
	Non Service	Service	Total
In	1	11	12
Out	2	6	8
Gain	-1	+5	+4

This academic year we have had 12 children into Wallop and 8 children leave Wallop school. This gives us an in year net gain of 4 children. The majority in and out are from Service families.

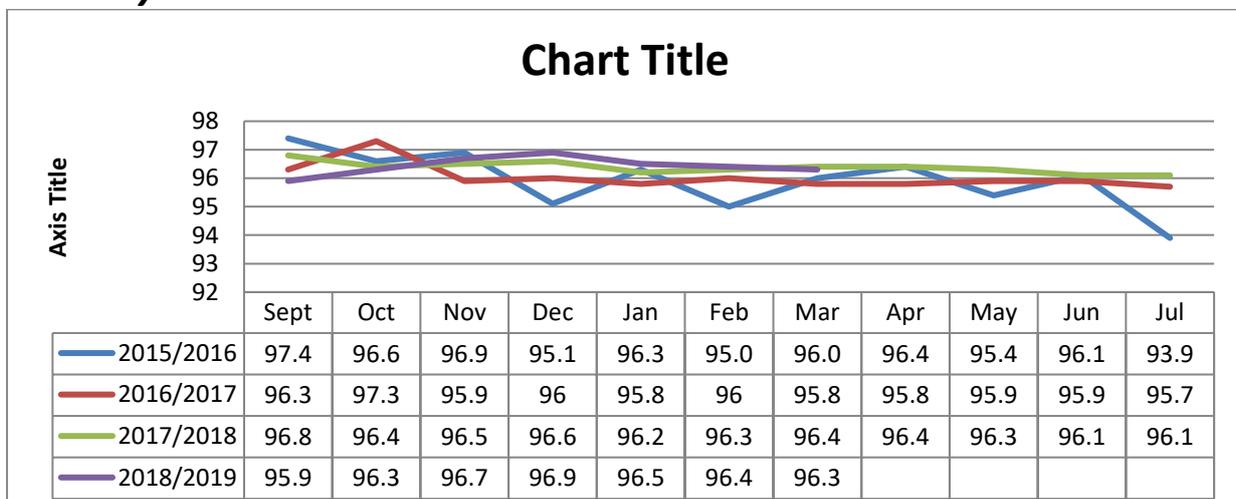
Attendance

Attendance, the school is currently running at 96.3%. our target is to be above 96.5%.

Yearly Trend



Monthly Trend



	Total
Attendance	96.3%
Authorised Absences	800
Unauthorised Absences	233
Lates	55
▶ Highest Attendance	100%
▶ Lowest Attendance	68.7%

School Development Planning

The school was taken out of Requires Improvement in February 2018 and we are continuing to maintain our Good standing.

OfSTed asked us to look at:

OfSTED findings	What the school has done
1. Improve teaching by ensuring that:	
1.1 learning tasks are more consistently matched to meet all pupils' needs	<i>Lesson observations show that teachers are utilising the learning journeys to allow differentiation in tasks. Task design has been a feature of Staff CPL.</i>
1.2 older pupils have more opportunities to extend and deepen their learning.	<i>This is showing in topic work and in the tasks designed for the children around developing thinking in maths for instance.</i>
1.3 teachers routinely support children to learn from their mistakes, especially in mathematics.	<i>Lesson observations show much better systematic checking across the board. Editing evident in books – need to develop this in Y1 and 2.</i>
1.4 the weak handwriting and presentational skills of a small minority of pupils do not present as a barrier to developing fluency in writing and mathematics.	<i>Handwriting is now a feature in all classes with daily and weekly lessons in handwriting. There is still a minority of pupils who need work (especially SEND) however interventions are in place for these children.</i>
IMPACT to DATE: <i>Lesson observations show that teachers are utilising the learning journeys to allow differentiation in tasks, this is showing in topic books and tasks designed in Maths. Systematic checking is seen in all classes and children are on the whole learning from mistakes (with notable classes needing work).</i>	
2. Improve the leadership of the curriculum by ensuring that	
2.1 all subjects are effectively led and developed	<i>All subjects have a subject lead. All subjects have a progression of skills. Need to work on accountability within subjects to ensure all subjects are being pushed.</i>
2.2 pupils have the opportunity to excel in the full range of subjects	<i>Subject curriculum coverage is now in place and progression of skills in place for all subjects.</i>
IMPACT to DATE: <i>We have produced long term plans that link with the NC. We have developed progression of skills (PoS) for all subjects and medium term planning from this. This helps with assessment and planning.</i>	
3. Improve Personal development, behaviour and welfare by ensuring that	
3.1 pupils readily use their self-help skills before seeking adult support to develop their learning and independence.	<i>Some classes are utilising this well whereas lesson observations show that some lessons (esp. KS1) have some work to do on self-help skills.</i>
3.2 the social and emotional needs of some pupils require additional planned support.	<i>ELSA in place. Values Based Education being implemented throughout the school but not started yet</i>

IMPACT to DATE:

Some children are utilising self-help skills really well but not consistent across the school. ELSA supporting children's social and emotional needs well.
Staff all attended INSET on developing mental health and wellbeing of the children.

Our School Development Plan, therefore is looking at developing:

Priorities for School Improvement 2018/19

1. Quality of Leadership and Management

- 1.1 Ensure all children have prior data when they join the school
- 1.2 All subjects are effectively led and developed
- 1.3 Pupils have the opportunity to excel in the full range of subjects
- 1.4 The broad and balanced curriculum provides a wide range of opportunities for pupils to learn.
- 1.5 The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- 1.6 Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- 1.7 Further develop the whole school approach to induction for new staff (especially NQTs) who join the school in order that they feel fully supported and follow the 'Wallop Way' to ensure enhanced outcomes for pupils – especially at KS1.
- 1.8 Further develop the whole school approach to induction for new pupils who join the school from a service and non-service background in order that both the pupil and family feel fully supported.

2. Quality of teaching, learning and assessment

- 2.1 learning tasks are more consistently matched to meet all pupils' needs
- 2.2 Pupils in KS2 have more opportunities to extend and deepen their learning.
- 2.3 Teachers routinely support children to learn from their mistakes, especially in mathematics.
- 2.4 The weak handwriting and presentational skills of a small minority of pupils do not present as a barrier to developing fluency in writing and mathematics.
- 2.5 Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- 2.6 Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.
- 2.7 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

3. Personal development, behaviour and welfare

- 3.1 Develop attendance across the school to be consistently over 96.5% (3.5% Absence) (2017/18 was 96.2%)
- 3.2 Pupils readily use their self-help skills before seeking adult support to develop their learning and independence.
- 3.3 The social and emotional needs of some pupils are planned for including additional planned support.
- 3.4 Develop the role of the Forces Liaison Officer to further strengthen the emotional support of our service children.

4. Outcomes for pupils

- 4.1 To ensure that children who attained a level 2a or level 3 starting point in writing attain at GDS at least in line with national.
- 4.2 Ensure Reading, Writing and Mathematics is at least in line with national results at KS1
- 4.3 Continue to track joiners and ensure interventions to plug gaps and diminish the difference
- 4.4 Check prior attainment of middle and high attainers in KS1 and ensure they are on track to achieve expected outcomes.
- 4.5 Aim for above Hampshire outcomes in all areas for end of year 2018/19 at FS, KS1 and KS2

5. Environment

- 5.1 All classrooms in the school consistent with the way that learning is developed
- 5.2 Further develop the outdoor learning strategy to:
 - 5.2.1 Develop the areas of the Outdoor Environment Strategy Plan:
 - 5.2.1.1 Area 1: The Meadow: To create and enhance learning opportunities for children in the school community and with relation to the natural world and the context they are set within. To retain the wide open space as an asset for the pupils.
 - 5.2.1.2 Area 2: Quiet Play: To create an area of clam where pupils (and staff) can sit in the shade and shelter of the existing tree canopy.
 - 5.2.1.3 Area 3: Active Play: To redevelop the playground to encourage pupils to develop their physical play and their gross motor skills through (for instance) climbing and balancing.
 - 5.2.1.4 Area 4: Forest School and Secret Garden: To create an area within the natural woodland area within the grounds to create a designated area for Forest School.
 - 5.2.1.5 Area 5: The Field: To continue to use this wide open space to support curriculum sport and free play throughout the year.
 - 5.2.1.6 Area 6: Amphitheatre Seating Area: Creation of an area to support both outdoor teaching and learning and to gather a class together, but to enable groups to sit and talk, support SMSC development for pupils.
 - 5.2.1.7 Area 7: Independent Creative Play: A natural and well-resourced space for children to play creatively both alone or in groups in a wide range of self-led independent activities.
 - 5.2.1.8 Area 8: The Daily Mile Trail Pathway: To create a trail to enable pupils and staff to undertake the daily mile during their day at school throughout the year.
 - 5.2.1.9 Area 9: Millennium Garden: To create an area to allow all ages of pupils within the school to enjoy eating lunches and socialising outside together.
 - 5.2.1.10 Area 10: Welcome Space: Creation of a clear and welcoming space for all who arrive at school.
 - 5.2.1.11 Area 11: Pond Area: Creation of a pond within the school, where there is safe and contained access away from large overhanging trees.

Website:

All information that the public needs will be found on the website.

<http://www.wallop.hants.sch.uk/>

Outcomes 2018

KS2 ARE+ Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and National
Reading	92.9%		78.4%	75.3%	+ 17.6%
Writing (TA)	85.7%		81.8%	78.3%	+ 7.4%

Grammar, Punctuation and Spelling	85.7%		78.7%	77.7%	+ 8.0%
Mathematics	92.9%		78.0%	75.6%	+ 17.3%
Reading, Writing, Mathematic combined	85.7%		67.9%	64.4%	+20.8%
KS2 Greater Depth Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and National
Reading	50.0%		31.5%	28.1%	+21.9%
Writing (TA)	7.1%		24.1%	19.9%	- 12.8%
Grammar, Punctuation and Spelling	35.7%		33.1%	34.4%	+ 1.3%
Mathematics	50.0%		24.6%	23.6%	+ 26.4%
Reading, Writing, Mathematic combined	7.1%		11.9%	9.9%	- 2.8%
KS1 ARE+ Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and National
Reading	66.7%		80.9%	75.4%	- 8.7%
Writing (TA)	66.7%		74.2%	69.9%	- 3.2%
Mathematics	66.7%		79.2%	76.1%	- 9.4%
Reading, Writing, Mathematic combined	66.7%		70.3%	65.3%	+ 1.4%
KS1 HIGHER Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and National
Reading	20%		32.9%	25.6%	- 5.6%
Writing (TA)	20%		19.5%	15.9%	+ 4.1%
Mathematics	26.7%		25.7%	21.8%	+ 4.9%
Reading, Writing, Mathematic combined	13.3%		15.3%	11.7%	+ 1.6%

Year 1 Phonics Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and National
Phonics % working at the required standard	84%		84.3%	82.5%	+1.5%
Year 2 Phonics Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and County
Phonics % working at the required standard	66.7%		61.9%	60.8%	+5.9%

EYFS GLD Data 2018	Wallop School	Test Valley District	Hampshire LA	National	Difference between School and National
% working at the required standard	75%		76.7%	71.5%	+3.5%

We were very pleased with our outcomes last year.

Curriculum

We are in the process of revamping the curriculum. We are working with Hampshire Advisory and Inspection Service to develop our broad and balanced curriculum, both inside and outside. As part of this we have developed a Values Based Curriculum.

Values Based Curriculum:

We have now started the Values Based Education Curriculum. A Monday assembly is always values based. January we looked at the value of honesty, through stories and anecdotes followed up in classes with lessons on the value. Each month had a different value, February

being Cooperation, March being Positivity, April being Happiness and May is looking at Patience.

Teachers work on the value and everyone is expected to “live” that value and then children are invited to nominate each other when they see the value in action. These children are celebrated with a certificate during celebration assembly on a Friday each week.

The value should transcend children and adults and children were nominating adults who they also see living the value in school.

This has started a success and we will continue with our goal of instilling human values into the curriculum and all the work we do at Wallop.

Sports:

We have Bronze Ambassadors in place in school to promote sports and competition in sport.

We also take part in cluster sports:

Cross Country: 1st Place

Indoor Athletics: 1st Place

Girls Football: 2nd Place

Basketball: 1st Place

Netball: 2nd Place

Boys Football: 1st Place

Rounders, Tri-golf and athletics are still to come this year.

Community Cohesion

- Achievement assemblies where parents are invited to celebrate achievements are held every Friday.
- Rev. Cole runs a weekly assembly for the children
- Our Christmas performances were well supported – including children singing carols written by a local parishioner.
- Our Harvest Festival was well supported and we donated gifts to Andover Food Bank
- In November year 6 lead a Remembrance Day Service in school and joined in with the local churches in laying crosses at the war graves as well as a wreath on the monument. We also applied for the “here but not here” soldier cut outs and donated two to the church.
- Children have been down to the Church looking at St George.
- The PTA is very active, running quiz nights and smaller in school activities such as discos.
- We have wrap around care from 7:45am to 5:45pm to aid with working parents.
- We raised £192 for Red Nose Day
- We have had the NSPCC running children’s “keep safe” workshops and assemblies
- We have had the NSPCC run a parents “keep safe online” workshop
- We have the local Church supporting the school wonderfully in litter picking
- We have several local people in school supporting the children’s learning

The Environment

- We continue to develop the Early Years space to aid effective learning
- We have upgraded the network and added new computers to our existing stock
- We have developed a community room to enhance our forces provision.
- We had Hampshire Landscapes into school to work with staff, pupils and parents on planning the development of the grounds – to which we have started to, but like all things, are constrained by budgetary limitations. We are doing a little bit all the time (for instance adding new play equipment and the introduction of chickens into the school.)

Overall effectiveness

<i>Evaluation against OfSTED criteria</i>	<i>Overall Effectiveness</i>	<i>Effectiveness of Leadership and Management</i>	<i>Quality of teaching, learning and assessment</i>	<i>Personal development, behaviour and welfare</i>	<i>Outcomes for pupils</i>	<i>EYFS</i>
<i>November 2014</i>	4	4	4	4	4	4
<i>February 2016</i>	3	3	3	2	3	3
March 2018	2	2	2	2	2	2
<i>School's Current View</i>	2	2	2	2	2	2

I – Inadequate

RI – Requires Improvement

G-Good