

Wallop Primary School

Address: School Lane, SO20 8EH

Unique reference number (URN): 115957

Inspection report: 2 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders' work to promote positive attitudes to attendance and punctuality is highly effective. Pupils' attendance is high, including that of pupils with special educational needs and/or disabilities and those who are disadvantaged. Pupils and their families respond positively to the school's challenge that 'every learning minute matters'. They understand that high attendance and punctuality help them achieve well as they are less likely to miss out on important learning. Very few pupils are persistently absent. Leaders provide proactive and helpful support for pupils who might struggle to attend school regularly and on time.

Pupils behave well. They show positive attitudes to learning and generally work hard in lessons. Right from the start of Reception, children learn to follow clear routines. Throughout the school, pupils generally follow the school rules and routines diligently. They support one another to show respect to others and behave well. For example, during group discussions, pupils remind each other to listen carefully and not interrupt. Prejudicial behaviour is not tolerated. Leaders deal with any discriminatory behaviour appropriately and swiftly.

Curriculum and teaching

Expected standard 

The school has a well-planned curriculum. It identifies the important knowledge that pupils must learn in a broad range of subjects. In the main, the curriculum is delivered effectively. Teachers use well-considered strategies to introduce new information clearly and to check how well pupils learn. On occasion, however, staff do not identify errors in pupils' work in a timely way. For example, they sometimes overlook spelling mistakes and poor letter formation. As a result, errors persist and pupils do not achieve as well as they could.

Staff provide carefully targeted support and adaptations for pupils with special educational needs and/or disabilities and pupils who are disadvantaged. This enables them to access the curriculum well. For example, children in the early years who need additional help to develop communication and language skills receive extra opportunities to talk with adults.

Reading is a priority. Pupils love reading. They enjoy listening to stories, and children in the Reception class delight in reading books to each other as part of their play. Recent improvements to the teaching of early reading strengthen provision further. Pupils who need additional support to learn to read receive effective support from knowledgeable staff.

Early years

Expected standard 

Leaders are determined that children make a positive start to their education. The curriculum in Reception identifies the important knowledge children must learn. It focuses sharply on developing children's basic skills right from the very start. Staff generally present information clearly and check children's understanding diligently. Leaders ensure that children have many planned opportunities in their play to practise and refine their skills. For example, staff provide a wide range of activities to help children practise using scissors, as this was identified as an area of difficulty for many. At times, however, staff do not identify

what children know and can do quickly enough. When this happens, gaps in children's understanding persist.

Staff promptly identify children who need additional help to learn. There is a particular focus on supporting children whose language is less well developed or who do not readily engage with adults. Staff ensure that these children have additional opportunities to talk with adults and broaden their vocabulary. Staff benefit from recent training on how to carry out high-quality conversations with children. They generally model speaking in correctly structured sentences and expand children's vocabulary effectively.

Inclusion

Expected standard 

Leaders know pupils' individual needs well. The school serves a large military community, with many pupils joining the school throughout the year. Staff identify gaps in understanding as soon as pupils arrive. Leaders assess pupils' knowledge in reading, writing and mathematics immediately, so interventions start promptly. This gives pupils every opportunity to catch up quickly with their peers. Leaders have introduced a phonics programme that is effective.

Leaders identify the additional needs of pupils with special educational needs and/or disabilities (SEND) accurately. Generally, teachers provide effective support that enables pupils with SEND to access the curriculum and learn well. In addition, leaders provide specific, carefully designed interventions and support from specialist services for pupils who need this. Staff benefit from training that equips them with the knowledge and skills to support pupils with additional needs. Leaders break down the targets in pupils' education, health and care plans into precise, measurable steps. This enables staff to monitor closely pupils' progress towards achieving their targets.

The school's approach to supporting pupils in receipt of the pupil premium grant positively impacts on these pupils' learning. The gap between disadvantaged pupils' achievement and that of all pupils continues to narrow over time.

Leadership and governance

Expected standard 

Leaders show absolute determination to continue improving the school. The recently appointed headteacher, ably supported by senior leaders and governors, acts swiftly and decisively to make important and necessary changes. Their sensible and well-informed decisions draw on up-to-date research about how to improve pupils' outcomes quickly. These actions already have a positive impact on the school's work.

Staff benefit from a professional development programme designed to improve the consistency of teaching. Leaders support staff well to strengthen their expertise and effectiveness. Staff value the training opportunities available to them and recognise that these enable them to do their very best for pupils in their care. Leaders also take careful account of staff wellbeing and ensure that their workload remains manageable. Staff appreciate leaders' actions and enjoy working at the school.

Governors have a clear understanding of their role. They fulfil their statutory responsibilities effectively, using established systems. Governors hold leaders to account assiduously and ensure that the school's improvement priorities are implemented swiftly. They also maintain appropriate oversight of safeguarding and inclusion. Governors make regular checks to assure themselves that pupils are safe. They also check that pupils from disadvantaged groups and pupils with special educational needs and/or disabilities receive the support they need to make progress and achieve well.

Personal development and well-being

Expected standard 

The school has a carefully considered programme for pupils' personal development. It covers the statutory requirements for relationships, health and sex education. For example, pupils have age-appropriate knowledge about healthy relationships and consent. They explain confidently that consent means asking before doing anything that may make someone feel uncomfortable.

The personal development programme also identifies additional opportunities to broaden pupils' experiences and enhance the curriculum. Some of these are thoughtfully chosen to reflect the school's context. For example, the school places particular emphasis on Armed Forces Day and Armistice Day. The curriculum is enriched through visits to museums and places of interest, as well as opportunities to work with visitors to the school. This includes visits from the fire service and the NSPCC, who help pupils learn how to keep safe.

Pupils enjoy opportunities to develop their talents and interests. They take part in a range of extra-curricular clubs, such as construction and dodgeball. Recently, leaders recognised that too many pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged do not make full use of the school's extra-curricular offer. Leaders have therefore introduced lunchtime clubs to improve access and opportunity for all. Pupils enjoy taking part in local sports competitions, some of which are specifically aimed at pupils with SEND and pupils who are disadvantaged. The school ensures that pupils from disadvantaged groups benefit from these events as much as possible.

Pupils learn the knowledge and skills they need for life in modern Britain. They develop sensible strategies for resolving conflict and learn how to discuss different ideas and opinions respectfully.

Needs attention

Achievement

Needs attention 

Pupils' achievement is variable. In some subjects, pupils remember their learning well. For example, in mathematics and science, pupils explain their knowledge confidently, using subject-specific vocabulary accurately. The achievement of disadvantaged pupils and of pupils with special educational needs and/or disabilities (SEND) continues to improve over time. Leaders ensure that pupils with SEND and those that are disadvantaged receive appropriate support to learn well.

In other subjects, however, pupils' achievement is still not where it needs to be. For example, some pupils do not secure important knowledge and skills in English, such as correct letter formation, accurate spelling and secure knowledge of phonics. Reading outcomes in national tests remain too low. Leaders take appropriate action to improve attainment in reading. For instance, pupils in the Reception Year and Year 1 have additional daily phonics sessions. These improvements, however, are still at an early stage, so their success is not yet clear in published outcomes.

What it's like to be a pupil at this school

Pupils are happy and content at this school. They relish the warm welcome they receive each morning. Pupils benefit from high expectations for behaviour and learning. They settle quickly and sensibly into the school day. They know that 'every learning minute matters'. Positive, nurturing relationships abound. Staff know the pupils and their needs really well. All members of the school community treat each other with courtesy and respect.

Leaders have high aspirations for all pupils to achieve well so that they are ready for their next steps. In the past, pupils have not performed as well as they should in national tests. The recently appointed headteacher is working determinedly to improve this aspect of the pupils' experiences. Already, pupils benefit from recent improvements to the curriculum and teaching. However, there is still more work to do to improve pupils' academic outcomes.

Pupils feel safe at school. They trust adults to help them with any worries or concerns. Staff deal with rare incidents of bullying quickly and effectively. Pupils benefit from a range of pastoral support. For example, qualified staff provide in-school wellbeing support for pupils who need it.

Pupils behave well. They understand that the school rules help them to stay safe and prepare them to learn. In lessons, pupils listen attentively and work hard. They enjoy working cooperatively and collaboratively with their peers. At breaktimes, pupils play sensibly together. They show kindness and respect to one another while enjoying the wide range of outdoor activities available.

Next steps

- Leaders need to continue their work to improve how well pupils achieve, particularly in phonics, reading and transcription, so that these are at least in line with national averages.
 - Leaders need to ensure that teaching consistently identifies and addresses gaps in pupils' understanding swiftly so that pupils' errors and misconceptions do not persist.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders and 4 members of the governing body, including the chair of governors. The lead inspector also met with an officer from the local authority.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Katie Simons

Lead inspector:

Sue Keeling, His Majesty's Inspector

Team inspector:

Stuart Bevan, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

116

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.93%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.90%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

18.10%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25	53%	62%	Below
2023/24	43%	61%	Below
2022/23	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25	60%	75%	Below
2023/24	79%	74%	Close to average
2022/23	75%	73%	Close to average

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25	68%	72%	Close to average
2023/24	57%	72%	Below
2022/23	70%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25	70%	74%	Close to average
2023/24	64%	73%	Below
2022/23	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	46%	Close to average
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	60%	Below
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	68%	-23 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25	S	78%	S
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.3%	5.1%	Below
2023/24	4.3%	5.5%	Below
2022/23	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	15.4%	14.3%	Close to average
2023/24	10.0%	14.6%	Below
2022/23	5.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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