

# Vigo Village School

## Inspection report

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<b>Unique Reference Number</b>	118487
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358362
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	Narinder Dohel

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 of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Yallop
<b>Headteacher</b>	Roger Barber
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	Erskine Road Vigo Village Meopham DA13 0RL
<b>Telephone number</b>	01732823144
<b>Fax number</b>	01732 823144
<b>Email address</b>	admin@vigo.kent.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons seeing eight class teachers, held meetings with staff, groups of pupils, and the Chair of the Governing Body, and talked to parents and carers. Inspectors observed the school's work, scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. Inspectors analysed the responses to inspection questionnaires from 42 parents and carers, 79 pupils and 23 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is there a consistent gap in attainment between boys and girls across the Early Years Foundation Stage and Key Stages 1 and 2 and how is this being addressed?
- How far do the improvements in the curriculum and care, guidance and support account for the rising trend in attainment? ♦
- What accounts for the success of pupils with special educational needs and/or disabilities and are they appropriately identified?
- How will the recent changes to leadership and management, particularly in relation to governance, ensure sustained improvement and strengthen community cohesion?

## Information about the school

Pupil numbers have fallen since the last inspection in this below average sized school. Most pupils are from White British backgrounds, with 5% from Gypsy/Roma backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is above average, covering a wide range of learning needs. A new special educational needs coordinator joined the school this term. Children enter the Early Years Foundation Stage in Reception from Nursery providers. There is extended provision for pupils both before and after school. The school has received Healthy Schools status.

**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

This is a good school. It has developed some clear strengths under the ambitious leadership of the headteacher and a team of committed staff focused on improving achievement for all. The strengthened governing body also provides clear leadership to sustain improvements made in recent years. The school's work is appreciated by parents and carers, who value the safe environment and opportunities for communication, particularly when children enter the school at Reception age. The school provides good levels of care, guidance and support. Parents and carers strongly agree with their children that the school cares about their welfare. Pupils learn about dealing with any potential risks they may face both inside and outside of school. Their moral and social skills are well developed and they are encouraged to resolve any problems themselves. They have great confidence that adults in school will help them deal with any concerns.

Pupils are extremely positive about the extent to which they enjoy school and their learning, and that teachers help them with their work. This is supported by pupils' engagement in lessons seen during the inspection. However, marking does not consistently make explicit what pupils have achieved and how their work can be improved, nor does it always expect topic work in books to reflect the good presentation and use of skills seen in core subjects. Pupils attend and enjoy a wide range of extra-curricular activities including French, netball, football, eco warriors, music, film and computer clubs. The school is looking to further enrich these activities and promote pupils' cultural and spiritual awareness within the newly revised curriculum, through more extensive links with other schools and organisations. It is also strengthening the links between the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 to ensure greater continuity and progression of learning.

Children join the school in Reception where they make good progress in a happy, interesting and high quality environment. Adults work well as a team and help children settle quickly. Activities are well planned and meet the individual needs of children. Good progress continues across the rest of the school and some pupils make outstanding progress. Attainment has steadily increased year on year for the past three years and last year was significantly above average. There are no significant differences in achievement between subjects or identified groups across the school. The partnerships between class teachers and teaching assistants have been effective in raising levels of attainment and rates of progress for pupils with special educational needs and/or disabilities. However, the impact that intervention programmes have on this group of pupils is not always clear, which means that resources may not always be appropriately targeted.

Senior leaders analyse assessment data carefully and have a robust staff performance cycle in place. This is used effectively to identify priorities for improvement. As a result, there has been steady improvement in raising the level of boys' attainment, especially in

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writing, to that of girls, and in the quality of teaching. However, subject and phase leaders are not yet fully analysing whole-school progress data sufficiently. Nevertheless, the steady rise in attainment and well-thought-out actions for school improvement show the school's good capacity for further improvement.

## What does the school need to do to improve further?

- Maximise pupils' progress and maintain high levels of attainment by:
  - making sure that subject and phase leaders are involved in analysing whole-school progress data in order to ensure even greater continuity between Key Stages 1 and 2
  - developing the role of the new special educational needs coordinator to accurately assess the impact of intervention.
- Provide more opportunities to:
  - ensure that pupils develop their understanding of cultural differences
  - develop the school's partnerships with other schools and organisations.
- Bring greater consistency to the quality of teaching by :
  - ensuring that marking consistently makes clear to pupils how well they have done, and how they can improve their work, especially in topic work.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Children enter the Reception class with a level of knowledge and skills below that expected for their age. Their good progress prepares them well for their transition into Key Stage 1. Throughout the rest of the school pupils continue to make good progress and some make outstanding progress. For example, in a Year 4 mathematics lesson where adults demonstrated excellent subject knowledge and impressive awareness of pupils' abilities which resulted in pupils being highly motivated and working at a brisk pace. Current attainment data and lesson observations show that almost all pupils are working at or above age-related expectation in English and mathematics.

Pupils identified with special educational needs and/or disabilities make similar progress to others in their class because lessons are effectively planned to meet the needs of pupils with different abilities. Targeted support both inside and outside the classroom and an environment that promotes talk and collaborative working have a good impact on learning.

Pupils' good behaviour in lessons contributes significantly to their learning. They respond well to their teachers and show great consideration for each other and respect for adults. They have strong opinions on being safe and know the behaviour codes. A 'worry box' enables pupils to share any anxieties they may have. Although still limited, the curriculum is offering pupils an understanding about the world and the different customs and values of those who are not represented in their school. Pupils know how to keep themselves healthy as shown by the high participation in school and extra-curricular activities. Overall attendance is average and there are effective support systems in place to encourage regular attendance. While pupils leave school with above average basic skills and are encouraged to save through the school bank, there are insufficient opportunities for them to develop enterprise skills and a greater understanding of the wider world. Consequently,

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the judgement regarding preparation for life in general is satisfactory rather than good. Pupils have a voice through the school council and the eldest pupils in the school enjoy the responsibility they have as monitors and playground buddies. However, more pupils across the school could be given greater opportunity to take on responsibility. Pupils' contribution to the wider community is currently limited as links with other schools and organisations are undeveloped.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The most effective teaching brings the classroom alive. It grabs and holds pupils' attention, as seen in a Year 1 lesson where pupils dramatised the story of The Three Pigs as a way of understanding the characters and their emotions. Consistent emphasis was placed on differentiated questioning, a lively pace, developing thinking skills and providing pupils with verbal feedback and opportunities for self-assessment. Right across the school pupils are consistently given ongoing verbal feedback and work is marked regularly. However, marking needs to be more specific in identifying what pupils have done well, and how to improve a piece of work or the steps needed to meet learning objectives and long term targets in English and mathematics.

The curriculum has recently undergone a complete revision in order to continue raising achievement by adding breadth and ensuring even greater links between subjects and promoting key skills across subjects. This is currently being planned on a termly basis.

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Early indications are that this has resulted in more creative writing through topics such as 'Stephenson's rocket' and 'making chocolate'. The link between the Early Years Foundation Stage and Key Stage 1 curriculum ensures continuity and progression. However, links between Key Stages 1 and 2 are not as strong and sometimes this negatively affects aspects of progress. Although the school provides planned opportunities for pupils to develop a raised awareness of cultural diversity through themed weeks, such as visits to the Gurdwara, this is not sufficiently well developed as an embedded feature of the curriculum. It is too early to evaluate the impact of the curriculum on sustaining the improvements the school has made on pupils' achievement.

A range of interventions is provided for pupils who need additional support to ensure they do not fall behind. There is a skilled and experienced team of additional adults who are effective in moving learning forward for pupils, including those with special educational needs and/or disabilities. Although this appears to be successful, a more thorough analysis of progress is required to be clear about which interventions are most effective and whether pupils need continued support. Partnerships with other schools are underdeveloped, although the school has plans to extend these. The school takes good care of pupils. Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be. Parents and carers strongly agree that support for children entering the Reception is excellent, sensitive and skilful. The new special educational needs coordinator is currently reviewing the impact of provision and the procedures for setting and tracking targets for pupils with special educational needs and/or disabilities and the range of external agencies involved. The breakfast and after-school clubs provide a safe and enjoyable experience for all those who attend. Children are happy and well cared for and the experience benefits their learning and social development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The impact of leadership is seen in the clear ambition of the headteacher, the staff and governors in driving up attainment and ensuring that all pupils make good progress. They are ambitious for the pupils as shown through the challenging targets that are set. Good analysis of attainment and progress information means that senior leaders are able to identify strengths and relative weaknesses and take appropriate action. Leadership training has strengthened the effectiveness of the leadership team. However, subject and phase leaders are not always sufficiently involved in the analysis and ownership of achievement data. Senior leaders have a clear picture of the quality of teaching and learning and where improvements are needed through a cycle of monitoring. Other leaders play an increasingly effective role in supporting the development of their

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colleagues and teachers are developing skills through 'study lessons' in which they observe each other teach. Teaching assistants are skilled and experienced and deployed effectively by class teachers. They receive training to support their work with pupils with special educational needs and/or disabilities. The governing body is clear about the strengths of the school and where action needs to be taken. Documentation shows that governors are regular visitors to the school and engage in monitoring activities and in discussion with staff and pupils about teaching, learning and leadership. They seek training and ensure that policies and procedures to safeguard pupils are robust, up-to-date and fully adhered to. Promoting equality of opportunity and tackling discrimination are effective in relation to the achievement of all pupils, for instance pupils with special educational needs and/or disabilities achieve as well as their peers. However, there is more work needed to provide pupils with opportunities to develop their understanding of difference and how they value diversity. The contribution that the school makes to community cohesion is satisfactory. Links with a school in The Gambia and a local school are at early stages and the school has identified developing such links as an area for development.

The effectiveness of the school's engagement with parents and carers is good. They are encouraged to become involved in their children's learning through contact diaries, a website, texts, school outings and formal and informal meetings.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children develop good social skills in a calm, purposeful environment where learning is infectious. Skilled direct teaching and timely interventions from adults quickly move children on in their learning, while developing high levels of independence. Children are happy, behave well and collaborate very effectively. Children were seen sharing their ideas in planning a design before sawing the wood to make it; others were observed gathering



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the materials they needed in order to paint stripey tigers. Learning environments are well resourced, welcoming and interesting. Outdoors a canopy and an undulating and colourful soft surface provide good imaginative opportunities to extend the learning beyond the classroom. This attracts children to engage in activities for sustained periods. Children progress well in developing their speaking and listening skills and have good attitudes to learning. A particular strength of the Early Years Foundation Stage is the gains children make in their personal, social and emotional development. There is a sharp focus on children's welfare and parents and carers are extremely happy with the way staff support children into a Reception environment and then into Year 1. This helps children to feel safe and to develop trusting relationships with adults. Close teamwork enables priorities to be identified and practice developed. Since the start of the year, learning has been more clearly organised under the six areas of learning and outdoor resources used more appropriately to maximise learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The number of responses was lower than in most primary schools. The level of parental satisfaction is above average to all questions indicating positive support for the school. The inspection evidence supports these views. It is clear that parents and carers are pleased that their children are happy at school, making good progress and that teaching is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Vigo Village 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 inspector received 42 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	80	10	23	0	0	0	0
The school keeps my child safe	35	83	7	16	0	0	0	0
My school informs me about my child's progress	23	54	17	40	0	0	2	4
My child is making enough progress at this school	20	50	20	47	1	2	1	2
The teaching is good at this school	27	64	12	28	2	4	0	0
The school helps me to support my child's learning	22	52	18	42	0	0	2	4
The school helps my child to have a healthy lifestyle	28	66	13	30	0	0	0	0
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)	19	45	14	33	1	2	0	0
The school meets my child's particular needs	22	52	16	38	1	2	0	0
The school deals effectively with unacceptable behaviour	17	40	18	42	0	0	1	2
The school takes account of my suggestions and concerns	22	52	19	45	0	0	1	2
The school is led and managed effectively	23	54	17	40	1	2	1	2
Overall, I am happy with my child's experience at this school	29	63	10	23	3	7	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



31 January 2011

Dear Pupils

**Inspection of Vigo Village School, Gravesend DA13 0RL**

Thank you for making us so welcome when we came to visit your school recently. We really enjoyed our visit and were pleased to see how well you all get on together and how well behaved and polite you are in lessons and around the school. This helps to make Vigo Village School a happy place to be.

I am writing to tell you about the judgements that we reached. Vigo Village School is a good school. We had a chance to talk to lots of you and you told us that you like school and how your teachers help you to get better in your work. It was good to see that you attend school regularly and enjoy all the things you get to learn about. We hope you enjoyed your 'Cultural Week' and your trip to the Gurdwara.

The academic standards that you reach are above average, and we know that you and your headteacher and governors would like them to be even higher. You particularly like the clubs and other activities that are organised for you. You are keen to take on responsibilities within the school and have a good understanding of how to keep yourselves fit, healthy and safe.

To make the school even better, these are some of the things we have asked the staff and governors to do:

- make sure leaders share the information they have on how well you are doing and can see where you can make even better progress
- plan more opportunities for you to learn about different people and places and develop the school's links with other schools and organisations
- make sure that all of your work is marked so that you know what you have done well and how to do even better. You can help your teachers by making sure that all of your work is as neat and tidy as it is in literacy and numeracy lessons.

Finally, I would like to thank you again and wish you enjoyment and success in the future.

Yours sincerely

Narinder Dohel  
Lead inspector

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