

# Vigo Junior School

Vigo Road, Andover, SP10 1JZ

## Inspection dates

2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- While the average Year 6 unvalidated 2012 national tests results are the highest reached by the school, pupils' progress and attainment, particularly in English, require further improvement.
- Not all subjects have effective monitoring and evaluation of pupil outcomes. Too few governors visit the school and there is no written recording of their visits – this limits their ability to act as critical friends to the school.
- There have been improvements to the quality of teaching. However, there remain inconsistencies between teachers which result in pupils' progress in those lessons slowing.

### The school has the following strengths

- The behaviour and safety of pupils are good. Pupils say they feel safe; they are courteous, show respect and relate well to each other. Teachers apply the behaviour policy in a very consistent fashion.
- The school development plan identifies appropriate development priorities. Leaders have a secure vision for improving the school based around improving outcomes for pupils and the quality of teaching.
- The pastoral care of pupils is good. The nurture unit, learning support assistants, and the behaviour support work of the school contribute well to preparing pupils for their education. Good leadership has ensured that pupils who are disabled or have special educational needs achieve in line with their peers.
- Pupils known to be entitled to free school meals and those few minority ethnic pupils have traditionally achieved better than their peers.

## Information about this inspection

- Inspectors observed 12 lessons including two phonics (linking sounds and letters) and grammar lessons.
- They heard low attaining pupils read in Years 3 and 4.
- The team ascertained the view of 12 parents and carers through consulting the Parent View website as well as examining the most recent school parental questionnaire analysis.
- Discussions were held with school staff, governors, a representative of the local authority, pupils, parents and carers.
- Inspectors observed the school’s work and looked at attainment and progress data. The school’s development plan, curriculum plans, governing body documentation and school policies and procedures, particularly those relating to health and safety and safeguarding of pupils, were scrutinised.

## Inspection team

Michael Pye, Lead inspector

Additional inspector

Diane Rochford

Additional inspector

## Full report

### Information about this school

- The school is of average size.
- The majority of pupils come from a White British background. The next largest minority ethnic group are pupils from Any other White background.
- An above-average number of pupils, supported under pupil premium funding, are known to be entitled to free school meals.
- The proportion of pupils supported at school action, school action plus and with statements of special educational needs is well above average. The main needs of these pupils relate to moderate learning difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A nurture group and local authority resource-based provision for pupils with speech and language difficulties are on site.
- A privately run pre-school operates from one classroom. This was not inspected during this inspection.

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

- Improve pupils' attainment and progress, especially in English, through eradicating the inconsistencies in teaching, ensuring that all teachers:
  - use assessment data to accurately identify pupils' starting points and plan appropriately challenging work for all pupils
  - have high expectations of the quantity and quality of pupils' written work and pupils' use of their phonics skills
  - make clear in marking, particularly in mathematics, the level of pupils' work and future targets for improvement and relay these clearly to parents, carers and pupils.
- Maximise the impact of leadership and management through:
  - ensuring that in all subjects, monitoring and self-evaluation have a clear focus on the learning, progress and outcomes for pupils
  - leaders making sure that curriculum and lesson planning clearly show where pupils' skills and knowledge will be progressed
  - governors embedding a cycle of visits and subsequently focusing written reports to inform all governors' knowledge of the school, thereby enhancing their capacity to act as critical friends.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment in mathematics in 2012 by the end of Year 6 improved and is average. English is broadly average, with writing being the weakest element. Overall, attainment is broadly average. This continues a trend of improving standards.
- For the 2012 Year 6 cohort, entry levels were below average. For these pupils progress in mathematics was often good. However, achievement overall requires improvement because of inconsistencies in rates of progress. While boys' achievement is improving, they do not currently do as well as nationally expected in English or make the same progress as girls. Pupils from the nurture unit make similar progress to their peers.
- Pupils' work, especially in English, confirms patchy progress and that achievement requires improvement.
- Pupils known to be eligible for free school meals do better than their peers nationally.
- The close tracking of disabled pupils and those with special educational needs helps ensure these pupils make the same progress as their peers. Twenty per cent of pupils with special educational needs achieved well and attained the higher levels in mathematics by the end of Year 6 in 2012. The picture is less consistent in English.
- Pupils get regular opportunities to read in school. The school supports phonics learning for younger pupils and the grammatical understanding of older pupils through regular timetabled sessions.
- In Year 3 some phonics groups are too large for pupils to fully benefit from closely focused work in a small-group environment. Knowledge of letter sounds for pupils in Years 3 and 4 is not always secure and they confuse some blends of sounds such as 'st' as 'sir'. This slows their progress in reading.

### The quality of teaching

### requires improvement

- Improvement to the quality of teaching has resulted in a trend of raised attainment and progress levels. However, inconsistencies between teachers continue to result in the slowing of pupils' progress.
- Not all teachers have high enough expectations of what pupils can achieve, especially in English and particularly relating to pupils' handwriting and the richness of their vocabulary.
- A further inconsistency is seen in the degree to which teachers accurately identify the starting points of pupils. Consequently, tasks set for pupils are often insufficiently challenging, learners become too passive and progress dips. In a mathematics lesson for younger pupils, middle attainers quickly completed a tally chart task and then stopped working, despite later being able to tackle the frequency exercise given to high attainers.
- A whole-school focus on improving mathematics is having positive effects. Teachers' subject knowledge is secure. In good mathematics lessons the tasks engage the pupils because they are appropriately challenging. In one lesson younger pupils sorted sweets by colour and higher attainers developed graphs. In another lesson, older pupils were constantly challenged to move their learning on about co-ordinates and eagerly tackled tasks relating to reflection, rotation and translation as a result.
- Marking in English is stronger than in mathematics and clearly shows next steps guidance. Less secure in marking generally is the extent to which pupils and their parents and carers have clear, ongoing knowledge of pupils' levels of work and the targets they are working towards.
- In all lessons observed, good relationships help ensure that pupils engage in their learning, give their views and are able to concentrate on their work. The use of information and communication technology and active approaches to learning add pace and focus to the lessons.
- Learning support assistants are pro-active and oversee good focused one-to-one work helping those they work with make at least adequate and sometimes better achievement.

### **The behaviour and safety of pupils are good**

- There is good consistency in the application of the school's behaviour policy. The school records behaviour carefully and follows up individual incidents well. However, insufficient attention is paid to analysing the information gathered to identify any common trends and so take actions to address these.
- Pupils are extremely social; they are polite and want to engage in conversation.
- Governors, parents and carers agree that pupils behave well and are safe. Pupils confirm this. They say that bullying is rare and that the school acts quickly and effectively when informed of any incidents. Parents and carers spoken to during the inspection confirm this.
- Pupils adopt very positive attitudes to learning. They show respect in lessons and in other social gatherings such as assemblies. They listen carefully to others' contributions and show a willingness to answer questions and give their views.
- In lessons and around school the pupils cooperate well with each other and with adults. For example, in the playground they show enjoyment when playing games, while in lessons they willingly share resources and ideas.
- They are keen to take on responsibility, willingly operating the laptops in assemblies. School councillors are well involved in meaningful actions regarding school life. For example, they give their views about the learning environment.
- Pupils say they like school and enjoy some 'fun' events, such as trips abroad. They confirm the improvement in mathematics which is now 'interesting'.
- Pupils feel very safe in school and this is reflected in the above average attendance rate. Pupils facing difficulties with school life benefit from good levels of nurture and behaviour support, and this undoubtedly contributes to their secure feelings.

### **The leadership and management require improvement**

- Leadership requires improvement because it has yet to fully tackle inconsistencies in teaching and progress. There is a need for a stronger emphasis on learning and outcomes in monitoring and governor visits require a more rigorous approach. Consequently, while improvements have been made its capacity to improve is not yet good.
- The headteacher and senior leaders have established and effectively shared this vision for improvement with staff and governors.
- Monitoring to chart school improvement is embedded. Not all, however, has a sufficient focus on assessing the quality of learning and pupil outcomes. This is particularly so in subjects other than literacy and numeracy. Leadership's effective review of the mathematics curriculum has been successful in improving attainment and pupil progress levels. A new approach to literacy is planned.
- Teachers benefit from good guidance as a result of a well-established cycle of lesson observations, work scrutiny and learning walks. Performance management, closely linked to professional development needs, is in place. This has resulted in an improvement to the proportion of good lessons observed. However, inconsistencies remain.
- Progress data are gathered regularly at the senior management level. The school is working towards ensuring that teachers can access such data more easily in order to gain better knowledge of pupils' levels and better match activities to their abilities. Regular progress meetings help ensure that pupils requiring additional support are identified and interventions introduced. These contribute well to ensuring equality of opportunity.
- The school is very inclusive; for example, pupils from the speech and language unit seamlessly participate in school life and make similar progress to their peers.
- The curriculum has addressed well some issues from the last inspection. For example, Community Cohesion week and such topic work as 'migration' and collective worship themes have a positive impact on pupils' spiritual, moral, social and cultural development. Not all curriculum and lesson planning shows sufficiently where and when progression of skills and knowledge take place.
- The pupils benefit from good partnerships in areas such as art, sport and modern foreign languages. Workshops encourage parental and carer involvement. They say that good

information goes home about what their children are learning. Local authority support has been good.

- The budget resulting from the pupil premium has been identified and has an appropriate focus on individual needs and behaviour support for those pupils requiring such help.

■ **The governance of the school:**

- contributes to the ongoing monitoring of the school's day-to-day work, and strategic development, through regular meetings of the headteacher and the experienced Chair of the Governing Body
- is insufficiently rigorous in its approach to visits. No formal cycle of focused visits exists. No findings of any visits are recorded. This weakens the evidence base on which governors, particularly those new to post, can base challenges to the school
- acts more consistently as a critical friend, such as over issues relating to the school management structure
- receives reports from literacy and numeracy coordinators and benefits from a detailed headteacher's report. There is a growing awareness about how the pupil premium can contribute positively to these pupils' progress
- meets its statutory responsibilities, particularly regarding special educational needs and those relating to safeguarding and health and safety.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	115969
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	401347

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Bell
<b>Headteacher</b>	Nicola Smith
<b>Date of previous school inspection</b>	19–20 January 2010
<b>Telephone number</b>	01264 365 160
<b>Fax number</b>	01264 369 581
<b>Email address</b>	kate.leuenberger@vigo-jun.hants.sch.uk



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