

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 3115319  
**Direct F** 0117 3150430  
**Direct email:** matthew.parker@tribalgroup.com



30 November 2012

Nicola Smith  
Headteacher  
Vigo Junior School  
Vigo Road  
Andover  
SP10 1JZ

Dear Mrs Smith

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Vigo Junior School, Andover.**

Following my visit to your school on 30 November 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the headteacher, other senior leaders, some members of the Governing Body, a group of Year 6 pupils and a representative of the local authority. The school action plan was evaluated and other documents including recent minutes of governing body meetings were looked at.

**Context**

There have been no significant changes since the section 5 inspection.

**Main findings**

The headteacher, senior leaders and the governing body acknowledge the outcome of the recent inspection and have made a positive start to address the issues raised in the report. Senior leaders are more involved in monitoring the school's progress, for example, regularly meeting with teachers to discuss the progress pupils are making in English and mathematics. This is beginning to make a difference: pupils told the inspector that they have noticed a difference in how teachers explain and help them with their writing since the inspection. The school's action plan is being

remodelled and reflects the areas for improvement highlighted in the inspection findings. A range of actions, responsibilities and overall outcomes for pupils are identified, but are not broken down in sufficient detail, or linked to short-term targets over the school year. As a result, it is more difficult for the school to compare pupils' progress to that made nationally. Additionally, information regarding the people and methods for checking what difference the actions have made is not specific enough.

The governing body has become more focussed on the school's performance during its meetings, although the action plan does not provide enough detail about how they will hold the school to account for its performance. The recording of visits made to the school by individual governors has been tightened up, as has the minuting of questions and challenges to senior leaders during meetings. However, the governing body is hindered from being able to function at its maximum capability because not enough of the governors currently have the requisite knowledge and experience needed to hold the school to account or contribute to its long-term direction.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- sharpen the action plan's emphasis on short-term, measurable pupil outcomes which are clearly linked to specific actions and different members of staff
- supplement the governing body with governors who have the requisite knowledge, experience and skill to provide appropriate challenge and support.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority has ensured that a range of support is in place to bring about improvement. This support includes English and mathematics inspectors working with staff and senior leaders. A leadership and learning partner is working closely with the headteacher and governing body. In addition, a local headteacher who is a national leader in education, has also been assigned to the school and the school is working with an independent educational consultant who visits termly to support the headteacher and the school with its work on developing the planning and teaching of different subjects.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

John Seal

**Her Majesty's Inspector**