

Vigo Infant School

The Five Schools' Campus, Vigo Road, Adnover, Hants, SP10 1JZ

Inspection dates 2–3 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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:

- Pupils in Years 1 and 2 have not achieved well over time, because teachers' aspirations have not been high enough and consequently, in the past, pupils' progress was too slow.
- Attainment is below average and some skills are still weak because of low expectations of pupils. The good start made in Reception is being wasted, especially in developing phonics skills (reading letter sounds in words).
- The quality of teaching is not yet consistently good over time, especially in Years 1 and 2, because in the past activities did not help pupils to make good progress.
- Leaders did not monitor or support teaching well enough. Monitoring information was not shared effectively with staff and governors and weaknesses were not accurately identified and targeted in the school development plan.
- Few middle leaders had the skills to tackle underperformance nor did they have enough opportunities to support other staff.
- The governing body has not had sufficient skills, nor received regular enough information to accurately review the school's work and challenge and support staff well.

The school has the following strengths:

- The acting headteacher is a strong and very skilled leader who, with the support of the local authority, has rapidly addressed weaknesses. The contribution of governors and middle leaders is improving well.
- Inspection evidence fully endorses the local authority's view that the school is well placed to improve further and needs little external support in the future.
- Teaching has improved rapidly this year and during the inspection was consistently good.
- Very strong leadership of the Reception classes ensures children continue to do well, especially in phonics, despite declining skills on entry.
- Pupils' progress has accelerated this year and attainment is now rising. Higher attaining pupils are doing very much better and the school is already working to ensure middle and lower attainers do equally well.
- Pupils' behaviour and safety awareness are good. They enjoy school and work hard.

Information about this inspection

- Inspectors observed 13 lessons of which four were joint observations with the headteacher. In addition, the inspection team made a number of other short visits to lessons, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Inspectors also observed the work of pupils attending the speech, language and communication unit.
- Meetings were held with groups of pupils, members of the governing body, staff including senior and middle managers, and a representative of the local authority.
- Inspectors took account of the 21 responses to the online questionnaire, Parent View, and a small number of parents and carers bringing their children to school were also spoken to.
- They observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Keith Tysoe

Additional Inspector

Full report

Information about this school

- This is an average-sized infant school with two or three classes in each year group.
- The proportion of pupils with special educational needs supported by school action is above the national average. The proportion supported by school action plus or a statement of special educational needs is high when compared to the national average.
- The school has a speech, language and communication unit called 'The Resource Provision', which supports pupils with speech and language difficulties.
- The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is well below average.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals, is well above average.
- The school provides a breakfast club set up initially to support pupils in receipt of pupil premium funding and now open to all pupils in the school.
- The substantive headteacher is currently on long-term sick leave and the deputy headteacher has been acting headteacher from the beginning of this year.
- Recently there have been a considerable number of changes in the governing body, with a new Chair of the Governing Body and vice-chair in place since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that the majority is good or better through:
 - having higher expectations of what pupils can achieve, especially of the middle and lower attainers
 - planning activities that strongly focus on the learning expected for different groups of pupils
 - increasing pupils' awareness of the skills they need to become good learners and encouraging them to use these in all their work
 - ensuring that, when planning class activities, teachers take more account of the rapid progress made by disabled pupils and those with special educational needs during special programmes to help them catch up, including those provided by the resource provision.
- Increase the rate of pupils' progress and raise levels of attainment, especially in Years 1 and 2, by:
 - building effectively on the strong start children make in Reception, especially in developing phonics skills
 - ensuring that pupils write neatly, and spell and punctuate accurately in all their work
 - planning mathematical activities where pupils have to decide how to tackle a problem and choose the calculation method to solve it with little help from their teachers
 - providing more opportunities for pupils to use their reading, writing and mathematical skills in a range of subjects.
- Improve leadership and management and ensure that staff and members of the governing body effectively support the school in monitoring and improvement work through:
 - providing regular and thorough analyses of the effectiveness of the school's work in raising

achievement for staff and governors and acting on the information by providing development planning that puts in place strategies to swiftly address them

- extending the management skills of all leaders so that they can monitor and support teaching quality effectively
- ensuring that middle managers regularly evaluate the quality of education and pupils' progress in their aspect of responsibility and report their findings to senior staff and the governing body
- increasing the effectiveness of governance by sharing important responsibilities among all members of the governing body, increasing first-hand monitoring of improvement priorities, and holding staff to account effectively for the quality of education provided.

- An external review of governance should be undertaken to assess how this aspect of leadership and governance may be improved.
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Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not yet good because pupils in Years 1 and 2 have not made good progress and gaps remain in their reading, writing and mathematics skills.
- A lack of ambition for pupils meant reception staff's hard work to ensure children attained similar literacy and numeracy skills to those in the past, despite their declining attainment on entry, was wasted. In other year groups, staff did not build well enough on this to help pupils reach the average attainment levels seen in 2010. Consequently attainment in the national assessments for Year 2 pupils declined and was significantly below average in the past two years. Results in the phonics screening assessments for Year 1 pupils last year were low.
- On entry, reception children's skills are well below those expected for this age and low in early literacy skills. Progress in all areas of learning is good, exceptionally so in phonics which supports children's reading and writing especially well. Attainment on entry to Year 1 is below average.
- Very well-focused and challenging phonics teaching in all classes this year has helped double the number of Year 1 pupils reaching the level expected in the phonics screening test. However, the legacy of underachievement last year for Year 2 pupils means attainment in reading remains as previously, below average. Nevertheless, it has accelerated well and continues to do so. The majority of pupils in Year 1 are already attaining the levels expected for their age.
- The school has done well to raise the proportion of pupils exceeding the levels expected for their age in the Year 2 national assessments this year. Better teaching over the last two terms has begun to improve the progress of other groups of pupils, but the impact of this is not yet evident in their performance in national tests which remains below average.
- Higher expectations of Years 1 and 2 pupils mean that they are beginning to write more confidently, enlivening their work with a range of vocabulary and varying connectives or similes. However, their work is too often spoilt by careless handwriting, and inaccurate spelling and use of punctuation.
- Recent developments in mathematics have improved Years 1 and 2 pupils' understanding of place value and calculation skills well. Pupils use these effectively to work with data or different measures, but their skills in solving mathematical problems, other than those set by the teachers, are weak.
- Pupils have too few opportunities to use their reading, writing and mathematics skills in other subjects.
- Disabled pupils and those with special educational needs, including pupils supported by the resource provision, make rapid progress when working on their special support programmes. However, until recently too little regard was paid to this during class activities and the work provided was not challenging enough. The support currently provided for staff by the special educational needs coordinator during lessons is rapidly addressing this.
- This year the allocation of pupil premium funding and monitoring of its effectiveness has improved considerably so that the rate of progress of pupils who receive it is accelerating. However, past weaknesses have restricted their progress and their attainment is still about a term behind that of their peers.
- The school's strong determination to provide equality of opportunity ensures that pupils from minority ethnic backgrounds achieve similarly to their classmates.
- Pupils and their parents and carers acknowledge that the former are progressing better this year, with pupils' self-esteem improving as a result.

The quality of teaching

requires improvement

- Teaching is not yet good because until very recently the quality has been inconsistent, too many

lessons were inadequate and pupils did not make good progress over time.

- Taking too much account of the declining attainment on entry, staff in Years 1 and 2 lacked ambition to help pupils do well, particularly the middle and lower ability pupils, and attain the levels expected for their age. Although this situation is now being addressed well and teaching quality has improved rapidly this year, the legacy of underachievement remains, limiting pupils' progress.
- A lack of involvement in monitoring of pupils' progress in the older classes and limited opportunities for staff to assess pupils' work led to inaccurate assessment in some classes. Over-inflation of some pupils' attainment was not picked up until this year. These weaknesses have now been fully addressed, but not in time to ensure pupils' progress is good.
- Previously, lesson planning focused too much on what pupils were going to do rather than what they were expected to achieve. This limited understanding of how well pupils were progressing.
- Teachers controlled learning too much in the past and pupils are only just beginning to understand the skills they need to help them learn. Improving this is a major priority.
- Phonics teaching is now a strength because challenging activities very closely match pupils' needs and help them to do well. In the Reception classes, phonics teaching is outstanding.
- Behaviour management is uniformly good. Pupils enjoy learning, want to please their teachers and concentrate well, except on the occasions when they have to sit too long listening.
- Good training for learning support staff means they now play an effective role in supporting groups of pupils and make a major contribution to phonics teaching.
- Over the past year, the quality of marking has improved well and is uniformly good. Pupils are clear as to what they have achieved and how to do better. The use of individual improvement targets is still developing.
- Parents and carers are pleased with how well teaching has improved this year.

The behaviour and safety of pupils are good

- This area is a strength because many pupils entering Reception have underdeveloped personal and social skills. Children's rapid progress is evident in their good behaviour, positive attitudes to learning and capacity to work well together or independently.
- These skills are built on well in other year groups, with pupils developing positive attitudes to learning; they are keen to do well. Until this year opportunities for older pupils to take on responsibility were limited, but this has now improved.
- Pupils are very polite, friendly and helpful. They are proud of their improving work and were very keen to show this to inspectors.
- Unacceptable behaviour is very sensitively dealt with, including through support from the nurture groups, so that lessons are rarely interrupted. The behaviour of those pupils who find good behaviour difficult improves well over time because of the very good support provided for them.
- Bullying in any form or racial incidents are rare and there have been no exclusions for two years which is a testament to the school's strong discouragement of discrimination in any form.
- Pupils demonstrate a good awareness of how to deal with any disagreements or any unkind behaviour, being confident that adults always look out for them. They are effectively taught how to deal with any hazards they might meet, for example, when on the internet using a search engine.
- The school's strong stance on promoting good attendance has discouraged persistent absenteeism, and attendance levels are broadly average.

The leadership and management require improvement

- Leadership and management require improvement because until recently:
 - important responsibilities were not effectively shared among staff and, as a result, subjects such as English and mathematics were not led well
 - the management and monitoring of teaching performance did not identify inadequate teaching well enough and insufficient was done to improve the quality
 - checking of other aspects of the school's work was not regular or rigorous enough and information was not effectively shared with other leaders or governors
 - development planning was not specifically targeted at weaknesses identified from monitoring or national assessments of pupils. Staff and governors did not play an effective part in formulating the plans or monitoring them
 - partly because of the difficulty in appointing governors, the governing body did not challenge and support the school well enough.
 - The acting headteacher has intervened swiftly to address these concerns and there has been rapid improvement in all areas, most notably in the quality of teaching. This has improved dramatically, benefiting pupils especially well and raising the rate of progress this year.
 - The regular and comprehensive monitoring and assessment procedures now provide a clear picture of how well the school is doing. This is used to formulate accurate development planning well targeted at remaining weaknesses.
 - Subject leadership has improved considerably. Good training and a range of effective monitoring activities have ensured staff accurately audit their area and provide effective action plans to support school development. These are already promoting improvement, especially in phonics and calculation skills.
 - Safeguarding arrangements meet government requirements, including in the vetting of staff and child protection. The commitment to supporting vulnerable pupils is very good. For example, pupil premium funding was used to set up a very well-run breakfast club which supports pupils' welfare and progress especially well.
 - The curriculum is developing well to help older pupils build on and extend their skills although there are few opportunities to use literacy and numeracy skills in other subjects. The specific programmes in place to support disabled pupils and those with special educational needs including in the resource provision, and planned activities for Reception children support achievement especially well.
 - Parents and carers are supportive of the school, and particularly praise the acting headteacher's work.
 - The local authority quickly identified the need for extra support and has carried this out well. The acting headteacher has made very good use of this to rapidly improve the quality of teaching, pupils' achievement and aspects of leadership. Governor services have provided strong evaluation and support for the governing body. The good effect of this work has meant the school needs little help in the future to continue improving.
 - **The governance of the school:**
 - The strong determination of the new Chair of the Governing Body and vice-chair and their ambition for the school to improve has led to rapid improvement in governance. They commissioned a comprehensive review of the governing body's work from the local authority governor services which led to an action plan being quickly put in place to address weaknesses. Governors themselves are currently undertaking an audit to evaluate the impact of the improvements and have invited a further external review to see how their effectiveness could be extended.
 - The number of governors has increased and they fulfil their statutory duties. Reorganisation into a series of committees has meant that work is carried out more efficiently and effectively and that monitoring is better targeted at weaknesses, although this is still at the early stages of development. Governors receive accurate and regular information from the headteacher on
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how well the school is doing and where further improvement is needed. Governors have a clear picture of the quality of teaching. Performance management procedures are well understood by governors so salary increases are only awarded to staff who help promote good achievement. Good governor training in a range of areas has increased skills, including in understanding data. Governors now accurately compare this school's performance with others' and hold staff to account effectively on improving this. They have sufficient information to make effective decisions about budget allocation. For example, governors are well involved in allocating and monitoring pupil premium funding which is mainly for a range of programmes to increase pupils' readiness for school; for example, through the breakfast club. As a result, pupils who receive it are now closing the gap on their peers more quickly.

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 pupils' 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 pupils' 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

Unique reference number	115970
Local authority	Hampshire
Inspection number	412755

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Simon Hill
Acting Headteacher	Anne Perriam
Date of previous school inspection	1–2 July 2009
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