

Vigo Junior School

Vigo Road, Andover, SP10 1JZ

Inspection dates

2–3 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils do not make enough progress. This includes the most able, those eligible for additional funding, and pupils who have special educational needs.
- Pupils' results at the end of Key Stage 2 have remained very low over time and are currently below national expectations.
- Teachers' expectations of pupils' learning and achievement are not high enough.
- Teachers do not plan and provide work for pupils that is always hard enough. This slows pupils' progress, especially the most able.
- Not all teachers check pupils' understanding sufficiently during lessons or give pupils enough advice about how to improve their work.
- Pupils do not have enough opportunities to read to an adult so that teachers can check on their progress and plan additional support if necessary.
- Teachers do not always make clear what pupils are expected to learn in a lesson.
- The headteacher, other leaders and governors have not taken action quickly to improve the quality of teaching and pupils' achievement.
- Leaders and teachers do not check information about pupils' attainment and progress rigorously enough to ensure that all pupils are doing as well as they should.
- Leaders' views about the school's performance are too generous.
- Leaders do not take enough account of the impact of teaching on pupils' progress when checking or managing the quality of teaching.
- The school's development plan does not show clearly when necessary improvements are expected to be in place. Leaders do not check the school's progress towards making these improvements often or rigorously enough.
- Pupils' attitudes to learning are not consistently positive because teachers do not always insist on high standards in lessons.

The school has the following strengths

- The school keeps pupils safe and secure. Pupils are polite and friendly and behave well towards one another.
- The school has a very inclusive ethos. It promotes pupils' spiritual, moral, social and cultural development well.

Information about this inspection

- The inspectors observed teaching in all year groups. They observed one assembly, 13 lessons and pupils' behaviour in the playground and at lunchtime. Seven lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, three members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents including plans for what pupils will learn in each subject, plans for the school's future development, and the school's use of sports premium and pupil premium funding. They also scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents were taken into account through taking note of the 50 responses to the school's survey of parents' views and through discussions with several parents. There were insufficient responses to the online Parent View survey for information about parents' views to be available.
- Staff views were taken into consideration by looking at questionnaires completed by nine staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Janice Williams

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is a smaller-than-average-sized junior school.
- The school provides specially resourced provision for pupils with language and communication needs in the form of a language support unit. Currently, the unit has three pupils aged between 7 and 11 years on roll, who are taught separately for some of the time.
- The school does not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much higher than the national average. This extra money is provided for pupils known to be eligible for free school meals and those in local authority care.
- The proportions of pupils who have special educational needs, including pupils supported through school action or school action plus and those with statements of special educational needs, are higher than in most other schools. Some pupils have speech, language and communication needs, while others have behavioural, emotional and social difficulties or other needs. There are no disabled pupils currently in the school.
- Most pupils are of White British heritage.
- The deputy headteacher, who is also the mathematics leader, joined the school in September 2013. The two English leaders took up their leadership responsibilities in September 2014. There are currently three newly qualified teachers in the school.
- The school is being supported by a national leader of education based at Andover Church of England Primary School.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - all teaching has a clear purpose and that pupils know what they are expected to learn
 - all teachers have high expectations of pupils' achievement, especially the most able pupils
 - teachers make effective use of assessment information in order to give pupils work that contains sufficient challenge, particularly for the most able
 - all teachers give pupils clear advice about how to improve their work and check that pupils follow this advice
 - all teachers check pupils' understanding effectively during lessons and adapt teaching if necessary.
- Improve pupils' progress and results in reading by:
 - ensuring that pupils have more frequent opportunities to read aloud in school so that teachers are able to check how well they are progressing.
- Ensure that leaders and governors act with greater urgency to bring about improvements to pupils' achievement and the quality of teaching by:
 - focusing strongly on the impact of teaching on pupils' progress when checking and managing the quality of teaching
 - evaluating the school's performance rigorously and accurately, with due consideration of national minimum expectations of pupils' achievement
 - making certain that the school development plan clearly identifies when necessary improvements are expected to be in place
 - checking the school's progress towards the necessary improvements regularly and rigorously.

- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

are inadequate

- The headteacher, governors and other leaders, including the leader of the language support unit, have not acted with sufficient urgency to bring about necessary improvements to the quality of teaching and to pupils' achievement. Progress and results have remained poor over time and are currently below national minimum expectations. The capacity for sustained improvement is, therefore, inadequate.
- School leaders have not been successful in raising teachers' expectations of pupils' achievement over time. Some new staff have brought higher expectations into the school with them, but these have not been used to foster consistently high expectations across the school.
- Leaders' views about the school's performance are overgenerous and do not adequately reflect the school's poor performance against national minimum expectations. They do not recognise quickly enough the urgent need for improvements.
- The school's development plan also lacks a sense of urgency. It does not make clear when necessary improvements must be in place. Leaders do not check the school's progress towards making these improvements frequently or rigorously enough.
- School leaders do not check the quality of teaching with enough rigour. They do not evaluate the impact of teaching on pupils' progress in lessons. As a result, the quality of teaching has not improved sufficiently.
- The recently appointed deputy headteacher has improved the school's analysis of assessment information, but leaders have not yet used this analysis effectively to help pupils make faster progress.
- Performance management arrangements have not been effective in improving teaching. Teachers have been given much support by school leaders but the impact of this support has been slight.
- Middle leaders are active in developing practice in the school but they have too little impact on improving achievement or the quality of teaching.
- Pupils study a wide range of subjects and have many opportunities to engage in clubs as well as artistic, musical and sports activities. The school promotes pupils' spiritual, moral, social and cultural development effectively; for example, through assemblies and discussions generated from articles in a children's newspaper. The school guards against discrimination and pupils are educated about the dangers of extremism and radicalisation. They are well prepared for life in modern Britain. The school has a very inclusive ethos. However, while the school promotes the principle of equal opportunities well, it does not ensure that all groups are given effective opportunities to succeed academically.
- The school works well with families and has developed good relationships with them.
- Additional funding has been used effectively to include eligible pupils in school activities and raise their attendance. However, the school has not used this funding carefully enough to ensure that eligible pupils make good progress and catch up with their peers.
- Sport funding is used effectively to develop teachers' skills in teaching physical education, and to increase pupils' engagement in sports, including competitive sports. Pupils' participation in lunchtime and after-school sporting activities has grown as a result.
- The school's safeguarding arrangements meet statutory requirements. The procedures are effective in ensuring pupils' safety.
- The local authority has a good understanding of where the school needs to improve. It has attempted to support school improvement, for example by helping to arrange assistance from a national leader of education. However, the support has been ineffective and the school has not developed a better capacity for improvement.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - The governing body is well organised and supportive. Governors have undertaken a range of training and understand information about pupils' achievement. They keep a careful check on the school's finances. However, governors have not checked the school's performance rigorously enough or insisted that improvements are made with sufficient urgency, including through effective spending of the pupil premium grant. Governors have not challenged senior leaders adequately about pupils' poor achievement over time. Governors receive information about the quality of teaching and what is being done to improve it through performance management. They have a sound knowledge of what is done to reward good teaching but have not questioned rigorously enough what is being done to eradicate the inadequate teaching. The limited amount of challenge offered by governors over time has not helped to ensure that the school improves quickly enough.

The behaviour and safety of pupils**requires improvement****Behaviour**

- The behaviour of pupils requires improvement.
- Pupils lose focus and go off-task when teaching is less effective, and teachers' expectations of behaviour are too low. As a result, pupils' progress slows and they lose valuable learning time.
- When the teaching motivates them and captures their interest, pupils generally enjoy learning, are proud of their achievements and concentrate well in lessons.
- Pupils are polite and friendly and behave well towards one another.
- School records show few incidents of bullying or other forms of poor behaviour. The school has responded well to any incidents that have occurred.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are well supervised, including in the outside areas of the school. They are taught how to keep safe in different situations, including during school holidays. E-safety is promoted effectively. The school teaches pupils how to guard against bullying, including cyber-bullying, and pupils are aware of its consequences. Pupils who talked to the inspectors said that they felt safe.
- Attendance has improved in recent years, and is now in line with most other schools. This is because the school has fostered good relationships with parents and works closely with them to help ensure their children attend punctually and regularly.
- An overwhelming majority of parents who offered an opinion feel that the school keeps their children safe.

The quality of teaching**is inadequate**

- While some teaching in the school is effective, teaching has not enabled pupils to make enough progress over time or achieve high enough standards in any subject.
- Teachers' expectations of pupils' learning and achievement are not high enough. As a result, too many pupils underachieve.
- Teachers do not consistently ensure that pupils are given enough challenge to enable them to achieve well, especially the most able. Many pupils who talked to the inspectors, including the most able, said that the work they were given was too easy.
- The teaching of reading is ineffective. There is not enough good teaching of basic reading skills. Pupils do not read aloud often enough to enable teachers to check and develop their reading skills to a high level.
- The teaching of writing does not help pupils develop important writing skills. Pupils are not always given helpful guidance about how to improve their grammar and punctuation. There are too few opportunities for pupils to apply reading and writing skills effectively.
- Teachers do not consistently ensure that teaching has a clear purpose. This is especially the case in mathematics, and pupils' learning is not always advanced effectively as a result. Several pupils who talked to the inspectors said that they were not sure what they were meant to learn from some lessons.
- Not all teachers use assessment information well in lessons to ensure that they reinforce previous learning and move pupils on to new work as soon as they are ready; again this is particularly true in mathematics. For example, in one lesson observed, the teacher did not check that all pupils' understanding about place value was strong enough to enable them to learn well.
- Teachers do not routinely use marking to give pupils clear guidance about how to improve their work. Sometimes teachers give pupils useful advice but do not check that pupils follow it.

The achievement of pupils**is inadequate**

- Pupils do not make enough progress in any subject. Far fewer pupils make good progress than in most other schools, and there are particular concerns over progress in reading in Year 6 and mathematics in Year 5. Overall, boys make slower progress than girls. Too little has been done to address these deficiencies and ensure pupils make good progress in lessons and over time.
- Pupils' results in national assessment tests in reading, writing, mathematics and English grammar, punctuation and spelling at the end of Key Stage 2 are much too low.

- The most-able pupils do not make enough progress in any subject. Very few of the most-able pupils achieve higher results in any subject at the end of Key Stage 2. This is because the most-able pupils do not consistently receive enough challenge to ensure that they make good progress.
- Pupils eligible for additional funding make slower progress than other pupils across much of the school. There is currently a gap in performance of approximately half a term in English at the end of Key Stage 2 between eligible pupils and others in school. The gap in performance in mathematics at the end of Key Stage 2 has been closed by the school, but, as all pupils' attainment is low, this does not represent good achievement. The school has not been effective in narrowing the gaps in performance of eligible pupils and other pupils consistently over time.
- Pupils who have special educational needs, including those served by the language support unit, make slower progress than other pupils, and less progress than they are capable of. Their results in all subjects are lower than those of other pupils and lower than expected nationally. This is because the quality of provision is not planned carefully enough to meet their individual needs.

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	115969
Local authority	Hampshire
Inspection number	442454

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Gordon Bell
Headteacher	Nicola Smith
Date of previous school inspection	2–3 October 2012
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