

Vigo Infant School

Vigo Road, Andover, Hampshire, SP10 1JZ

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils, including those supported by the school's specialist resource provision, make good progress in reading, writing and mathematics across the school. Some pupils make rapid progress.
- Pupils' results in all subjects have improved since the previous inspection. Their standards at the higher levels in writing and mathematics at the end of Key Stage 1 are now above average.
- The school's early years provision is good. Children progress well and develop good learning habits.
- Teaching is consistently good across the school. Teachers expect much of their pupils and offer them good advice to help them improve their work.
- Pupils enjoy learning and work well together. They treat each other with consideration and respect.
- The school teaches pupils well, how to avoid risk, including when online. Staff work carefully and effectively to keep pupils safe.
- The headteacher and Chair of the Governing Body have very high aspirations for all their pupils. They have worked successfully with other leaders and governors to raise expectations across the school. Pupils' achievement and teaching have strongly improved as a result.

It is not yet an outstanding school because

- Teaching and achievement are not yet outstanding. The level of challenge teachers provide, does not yet enable the most able pupils to make consistently rapid progress.
- Subject leaders do not lead actions designed to improve the school strongly enough.

Information about this inspection

- The inspectors observed pupils' learning in 10 lessons and pupils' behaviour in the playground and at lunchtime. All 10 lessons were observed jointly with senior leaders.
- Discussions were held with pupils, four members of the governing body, the headteacher and other members of staff. The inspectors also talked to a representative from the local authority.
- 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 should learn in each subject and plans for the school's future development. They scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records and minutes of governing body meetings. The inspectors also looked at records of how pupils' learning is monitored and of how the quality of teaching is checked.
- The inspectors considered parental views through discussions with several parents and scrutiny of the 12 responses to the online Parent View survey. They also took account of the 119 responses to the school's survey of parental opinions.
- Staff views were taken into consideration by looking at questionnaires completed by 30 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average-sized primary school.
- The school includes specially resourced provision for pupils who have speech, language and communication needs. Six pupils currently receive this provision.
- The proportion of pupils who are supported by the pupil premium (additional government funding for children known to be eligible for free school meals or in the care of the local authority) is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs is much higher than in most other schools.
- Most pupils are of White British heritage.
- Children in the early years are taught in two full-time Reception classes.
- The headteacher was the acting headteacher at the time of the previous inspection. She took up her permanent position in January 2014. The headteacher is also the interim headteacher of the adjoining junior school.
- The deputy headteacher and mathematics leader joined the school in September 2014. The early years leader and the family support worker took up their leadership posts in September 2014. The English leader took up her leadership responsibilities in September 2013. The Chair of the Governing Body was appointed in November 2013.
- There are currently three newly qualified teachers in the school.

What does the school need to do to improve further?

- Further improve the quality of teaching and raise achievement to outstanding by:
 - further increasing the levels of challenge that teachers give the most able pupils so that all groups make consistently rapid progress.
- Strengthen subject leaders' capacity to drive the actions designed to improve the school so that leadership becomes outstanding.

Inspection judgements

The leadership and management are good

- The headteacher has rapidly raised expectations across the school. Her strong drive for improvement has energised staff and led to a swift rise in the quality of teaching and pupils' achievement.
 - The headteacher's management of the performance of teaching is robust and highly effective. She has ensured that teachers and other leaders know what is expected of them and perform to a good standard. The headteacher has also made certain that staff, including newly qualified teachers, get the support they need to perform well.
 - The recently appointed middle leadership team has begun to help senior leaders monitor and develop teaching and check the quality of pupils' work. However, these subject leaders do not lead actions designed to bring about school improvement strongly enough for this to be considered outstanding.
 - The school's curriculum is suitably broad and balanced. The school ensures that pupils study a wide range of subjects. Leaders, including middle leaders, constantly review the curriculum to ensure that it meets pupils' needs, including disabled pupils and those with special educational needs. The school prepares pupils well for life in modern Britain through teaching pupils about a range of different religions and cultures. The school also teaches pupils about democracy and the rule of law well. For example, the inspectors saw some thoughtful work about the nature of authority and what this might mean for pupils.
 - The school successfully engages pupils with ideas about British values, including respect, tolerance and individual liberty. It develops pupils' sense of responsibility towards others well and has a very inclusive ethos. For example, pupils with speech, language and communication needs are taught alongside other pupils rather than in a separate unit. The school promotes equal opportunities well and guards against discrimination.
 - The school makes good use of sport premium funding to develop teachers' skills and confidence in teaching physical education. Funding is also used effectively to increase the range of sports clubs and to provide pupils with specialist dance tuition. Pupils' skills and participation in sports have increased as a result.
 - Additional funding for disadvantaged pupils is spent effectively on support. For example, the school gives some pupils extra support towards developing speaking and listening skills. It also employs a parent support adviser to work with families and pupils. The school is successfully narrowing the achievement gap between these pupils and others at the end of Key Stage 1.
 - The school's safeguarding arrangements meet statutory requirements. The school works well with other agencies to minimise risk. Leaders have organised their safeguarding responsibilities carefully to ensure that pupils are always well catered for and that a well trained member of staff is always available.
 - The local authority has given the school good support by training staff and governors and checking how well leaders are improving the school. It has contributed well to the improvements made to middle leadership and governance since the time of the previous inspection.
 - The school has formed good relationships with parents, with the result that attendance is improving. All parents who talked to the inspectors spoke highly about the school. A very large majority of parents who offered an opinion thought that the school was led and managed well.
- **The governance of the school:**
- The governing body is much more effective than it was at the time of the previous inspection. The Chair of the Governing Body has very high expectations and has led the other governors in monitoring the school systematically and thoroughly. Governors carefully check information about pupils' achievement and the quality of teaching, and challenge leaders about the school's performance in detail. Governors make sure that leaders' expectations of teachers are high enough, and that only good teaching is rewarded. They also check that leaders give staff the support they need to develop their practice and professional knowledge. Governors keep a careful eye on pupils' progress, attendance and well-being. Their impact on school improvement is good.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are keen to learn and concentrate carefully in lessons. They work, cooperate and share ideas well. Pupils' enjoyment of learning contributes well to the progress that pupils make, but not yet strongly enough so that this is outstanding.

- Pupils behave well towards one another during playtime and lunchtime. They treat other people with respect. The school helps pupils develop a good sense of responsibility towards each other. For example, older pupils act as playground buddies and help ensure that other pupils find friends and play well together during breaks from learning.
- The school has high expectations of pupils' behaviour and pupils understand the consequences of not meeting these. There have been some incidents of poor behaviour over time, but school records show that these have been responded to well. School records also show improvements to particular pupils' behaviour over time.
- The school teaches pupils well about different types of bullying and other forms of poor behaviour. Pupils demonstrated a good understanding of these and how to avoid them.
- Pupils who talked to the inspectors said that behaviour in the school was good. They said that staff and playground buddies are very quick to sort out any issues that arise.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff supervise pupils well and keep them safe at all times. They teach pupils, including children in the early years, how to avoid risk and keep themselves safe. The school ensures that pupils know how to remain safe when using the internet.
- Pupils' attendance has been below average over time. However, the school has high expectations of attendance and swiftly follows up any absenteeism. Leaders promote and explain the value of good attendance well. Attendance is improving as a result.
- All pupils who spoke to the inspectors said that they felt safe at school. An overwhelming majority of parents who offered an opinion thought that their children were safe and happy at school.

The quality of teaching

is good

- Teaching has improved considerably since the time of the previous inspection. It is now at least good across the school. Pupils make good progress as a result.
- Teachers have high expectations of pupils' achievement. Teachers' explanations and advice are clear and help pupils develop their learning and improve their work.
- The school develops pupils' communication skills well, including those of pupils who have particular speech, language and communication needs. Teachers and teaching assistants use sign language to help ensure that this group of pupils is properly included and learns well.
- The school's teaching of reading has improved and is now good. Leaders have revised the teaching of phonics (linking letters to the sounds they make). As a result, pupils now develop key reading skills quickly and systematically. Pupils who spoke to the inspectors demonstrated a strong enjoyment of reading.
- The school has also improved its teaching of writing. Teachers communicate clearly about the specific features of writing that pupils learn about. Current pupils' writing is of a higher standard than work produced by pupils previously in the school.
- The school teaches mathematics well. Teachers take pupils' interests into account when designing activities, with the effect that pupils' interest in mathematics is high. For example, one activity required pupils to calculate the distance flown by Thor (a superhero) as he travelled from building to building.
- Learning support assistants are trained and competent. They contribute well to the quality of learning. They do so by offering clear explanations and guidance to the pupils that they support.
- While teachers offer pupils a typically good level of challenge, this is not yet high enough to ensure that all groups of pupils make rapid progress across the school. There are a few times when some of the most able pupils' progress is slowed because these pupils wait for others to catch up with them.

The achievement of pupils

is good

- Pupils' progress has improved since the time of the previous inspection. Pupils currently in the school make good progress in reading, writing and mathematics.
- The school's results in the Year 1 national phonic check were below the national average in 2014. However, current Year 1 pupils demonstrate stronger phonic skills than those seen last year. This is because of improvements to phonics teaching.
- Pupils' results at the end of Key Stage 1 in reading, writing and mathematics have improved. In 2014, pupils' attainment in mathematics was above average. Standards in reading and writing were just below average, but were much better than in the previous year.
- The most-able pupils make good, but not rapid, progress in all year groups. Their work is of a high standard. In 2014, this group of pupils' attainment in writing and mathematics was above average. Their

attainment in reading at the higher levels was slightly below average, but was improved over 2013 results.

- Disabled pupils and those who have special educational needs make good progress in all subjects. This includes pupils supported by the school's specialist resource provision, some of whom make rapid progress. Their attainment at the end of Key Stage 1 is lower than that of other pupils nationally, but is improving.
- Disadvantaged pupils make good progress in all year groups, and their attainment at the end of Key Stage 1, while slightly lower than that of other pupils nationally, is getting better. The school is successfully narrowing the gap between disadvantaged pupils and other pupils in all subjects, both nationally and in the school.
- An overwhelming majority of parents who offered an opinion thought that their children made good progress in the school.
- Pupils' achievement is not yet outstanding because some pupils, including the most able, do not yet make consistently rapid progress.

The early years provision

is good

- The achievement of children is good. Children enter the school with skills well below those typical for their age. A slightly lower-than-average proportion of children left the Reception year with a good level of development in 2014. However, these children made good progress given their starting points and developed positive attitudes to learning quickly. As a result, they left the Reception year ready to get the best out of Year 1.
- Early years teaching is also good. The early years team uses the indoor and outdoor classrooms to provide children with experiences and activities that increase their learning. Teachers and learning support assistants encourage, motivate and guide children well. Children's books and other records of their progress show that children learn well across all areas of learning.
- Children's behaviour in the early years is good. They concentrate on their activities and listen to the staff's instructions and advice carefully. Children cooperate, share, treat each other well and enjoy each other's company.
- Staff ensure that children are kept safe. They teach children to use resources in a safe manner and supervise them well.
- Early years staff assess children's skills accurately from the time they enter school. They use this assessment effectively to shape early years provision and meet the needs of different groups of children. However, staff do not always identify children's learning with as much precision as possible.
- The early years team helps ensure that the school develops good relationships with parents from the time children enter school. They communicate well with parents and listen to what they say about their children's learning. Early years staff also work effectively with local pre-school providers to make sure that children are ready to enter school.
- Early years leadership is good. The early years leader makes sure that the early years team has developed high expectations and offers children the same high quality of provision in both Reception classes. She has improved early years provision, with the result that children currently in Reception are attaining more highly than children who previously attended the school.

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	462425

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Dorothea Georgeson
Headteacher	Anne Perriam
Date of previous school inspection	2–3 July 2013
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