

Tribal  
Kings Orchard,  
One Queen Street,  
Bristol  
BS2 0HQ

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

**Direct T** 0117 311 5246  
**Direct F** 0117 315 0430  
**Direct email:** Sara.Whalley@Tribalgroup.com



20 May 2015

Mrs Anne Perriam and Mrs Anne Hughes  
The Interim Headteachers  
Vigo Junior School  
Vigo Road  
Andover  
SP10 1JZ

Dear Mrs Hughes and Mrs Perriam

### **Special measures monitoring inspection of Vigo Junior School**

Following my visit with Abigail Wilkinson Her Majesty's Inspector to your school on 19 and 20 May, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in October 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is not making enough progress towards the removal of special measures. The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Elizabeth Farr  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2014**

- 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.

## **Report on the second monitoring inspection on 19 and 20 May 2015**

### **Evidence**

During this monitoring inspection, eight lessons were observed, including four jointly with senior leaders. Inspectors met you, the deputy headteacher, the English and mathematics leaders, class teachers and two representatives from the local authority. I also met with the Chair of the Governing Body. An inspector heard pupils reading and discussed their reading progress with them. Inspectors scrutinised school documents, including the school's own information on pupils' current progress, records of leaders' checks on the quality of teaching, records of behaviour and local authority notes of visit. A sample of pupils' books from all year groups was scrutinised and the single central record was checked.

### **Context**

Since my last visit, a class teacher with responsibility for Year 4 pupils has returned from a period of absence. A temporary teacher, with responsibility for pupils in Year 5, has become the permanent teacher.

The interim leadership arrangements have been extended until December 2015. An assistant headteacher has been appointed and will start in June 2015. Two new governors have joined.

### **Achievement of pupils at the school**

The school's information indicates that many pupils in Year 6 have made better progress than in previous years in reading, writing and mathematics. However, it has been insufficient to enable them to catch up. Consequently, standards remain below those expected for their age. In all other year groups, pupils' progress is too slow because teachers do not plan activities sufficiently well to meet the needs of all pupils. Activities do not match accurately enough different pupils' starting points. As a result, progress slows and pupils do not move forward in their learning rapidly enough.

Leaders have helpfully revised systems for gathering information about how well pupils are learning. Information is now collected routinely and is appropriately focused on how well different groups of learners are progressing. However, work to standardise the information collected is at a very early stage. It is important that leaders now check that the information they are gathering is accurate.

### **The quality of teaching**

There have been some improvements to the quality of teaching since the last monitoring inspection. Where teaching is more effective, pupils are clear what they are learning and how success will be achieved. Teachers make regular checks during lessons to ensure pupils understand how to complete activities. Pupils use their

targets, particularly in writing, in order to improve their skills. Pupils are becoming more productive, focusing on the task in hand and writing at greater length. However, in some classes, where expectations are too low, tasks are often unfinished.

Teachers are starting to plan activities that cater more fully for pupils of different abilities in their classes. However, this is at an early stage and teachers are not always able to pitch tasks well to pupils' starting points. Teachers' understanding of how much progress pupils are making in their learning is under developed. Sometimes learning tasks are too easy, too hard or simply repetitive. When this is the case, teachers do not reshape or modify tasks quickly enough and the pupils' progress slows. Learning is better when teachers quickly identify that pupils need to move on and provide supplementary, more challenging activities.

Leaders have introduced a new marking policy and some teachers are giving more regular feedback to pupils. In the strongest examples, pupils are encouraged to correct mistakes. Typically, this includes amending misspellings or addressing punctuation errors in writing. Some pupils have time to respond, but this is inconsistent. Teachers' feedback does not provide pupils with clear guidance on how to improve their skills.

Leaders have rightly prioritised improving the teaching of reading. Teachers have received appropriate training to develop their skills. Leaders have clarified their expectations, stating clearly how often pupils are expected to read. Despite this, inconsistency prevails. In some classes, pupils still do not read regularly and practise their skills which hinders progress.

### **Behaviour and safety of pupils**

Most pupils are happy to try their best. They listen well to instructions, sharing equipment sensibly and taking turns. Teaching assistants work more regularly within classrooms, supporting groups of learners. This way of working is very new and the quality of support given by teaching assistants varies. Teaching assistants successfully encourage more pupils to stay on task. However, other skills, such as using questioning to deepen understanding, are under developed.

Pupils move around the school sensibly. During this monitoring inspection, pupils lined up well, walking calmly to activities such as physical education (PE) sessions or assemblies.

Pupils are responding positively to additional responsibilities. Newly appointed reading ambassadors are proud of the role they play. All pupils are positive about the new system to reward those who read regularly. More pupils are motivated to read.

## **The quality of leadership in and management of the school**

Despite some new ways of working, there is not a strong enough sense of urgency about the extent and rate of improvement required. Leaders' actions to raise standards are not evaluated effectively, so it is unclear what difference they are making. Support to improve the quality of teaching is not targeted well enough to where it is needed most. Consequently, some teaching remains inadequate and very little is good.

School leaders have ensured newly qualified teachers are receiving appropriate training. Two advanced skills teachers have provided useful coaching, working alongside teachers. Newly qualified staff acknowledge the benefits of the support they are receiving. Leaders monitor the quality of teaching routinely. However, leaders focus too heavily on compliance with particular strategies rather than the impact of teaching on accelerating pupils' progress. Consequently, sometimes leaders' views of the quality of teaching are over generous.

Governors are knowledgeable and monitor the work of the school closely. They have shrewdly realigned their roles and responsibilities to the school's improvement priorities. Governors know the school's strengths and weaknesses and accept the school is not moving forward rapidly. Although the current shared headship arrangements has been extended until the end of the autumn term, there are no firm plans beyond this date. This has created a feeling of uncertainty among staff. Governors and local authority officers know that establishing leadership arrangements for the longer term are essential to the school's improvement.

## **External support**

The local authority systematically monitors the school's performance. A comprehensive review of all aspects of the school's work, including the quality of teaching, was particularly useful to leaders. Regular visits from subject consultants are contributing well to developing the skills of middle leaders. Wide ranging support has been brokered, particularly to improve the quality of teaching, but a more coordinated approach is required to ensure the support is matched more precisely to the areas requiring the most improvement.