



Vigo Junior School

Inspection Report

Unique Reference Number 115969
LEA Hampshire LEA
Inspection number 279714
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Barbara Atcheson AI

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

Type of school	Junior	School address	Vigo Road
School category	Community		Andover
Age range of pupils	7 to 11		SP10 1JZ
Gender of pupils	Mixed	Telephone number	01264365160
Number on roll	268	Fax number	01264369581
Appropriate authority	The governing body	Chair of governors	Mr Gordon Bell
Date of previous inspection	19 November 2001	Headteacher	Mrs Jackie Green

Age group	Inspection dates	Inspection number
7 to 11	7 March 2006 - 8 March 2006	279714

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Vigo is a larger than average junior school. Pupils' attainment on entry is below average and a large majority of pupils come from areas of deprivation. An average proportion of pupils are known to be eligible for free school meals but the proportion of pupils with learning difficulties and disabilities is higher than average. Most pupils are of White British heritage. In 2003 the school was successfully removed from special measures. The school has reduced from 12 to 10 classes due to falling rolls.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school has made significant improvement since the last inspection in terms of pupils' behaviour, attendance and offers a good curriculum with good quality support, however the overall effectiveness is inadequate. This is because pupils' progress in writing and mathematics is inadequate and a significant number of pupils do not meet their targets which in themselves are not sufficiently challenging. Although teaching overall is satisfactory, some teachers do not use questioning adequately to promote pupils' understanding or share with them the next steps they need to take in their learning. Significant gaps in past learning have not been adequately addressed. The school recognises that checks on pupils' progress have been insufficiently analysed to inform them about achievement over time, and this focus needs to be a priority for all teachers. The school gives unsatisfactory value for money. The school has successfully addressed the issues from the previous inspection with the exception of raising standards in writing and mathematics.

Pupils are well behaved and enjoy school. Care for pupils is good and a new exciting curriculum is motivating pupils. Attendance has improved and the number of pupils that have been excluded has reduced. Staffing has been stabilised and has improved at senior level so that the leadership team now has a good capacity to make improvements.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' standards of achievement and the quality of teaching and learning.

What the school should do to improve further

- Accelerate all pupils' progress in order to raise standards in writing and mathematics by ensuring all teachers focus rigorously on meeting pupils' individual needs.
- Ensure teachers develop questioning skills to promote pupils' understanding and share with them the next steps they need to take in their learning.

Achievement and standards

Grade: 4

Pupils start school with standards that are below average. Standards in mathematics, English and science at the end of Year 6 have been consistently significantly below average for the past five years. They rose in 2004 but dropped significantly in 2005, particularly in mathematics.

Although school data shows that current progress has been satisfactory in all year groups since September 2005, the pace of learning over time has been insufficient in for the current Years 4, 5 and 6 and for the previous year 6. Pupil progress in writing

and mathematics is inadequate and a significant number of pupils do not meet their targets which in themselves are not sufficiently challenging. Standards in the current Year 6 are below average, particularly in English and mathematics.

Pupils with learning difficulties and disabilities make satisfactory progress because of the good support they receive.

Personal development and well-being

Grade: 2

Personal development is good. Exciting projects such as 'I'm a Celebrity' motivate all pupils and encourage positive attitudes to work. Behaviour is consistently good in lessons and playtimes harmonious. Pupils understand that rules and systems set out by the school are for their benefit. The number of pupils excluded has been reduced dramatically. Attendance has improved and is now satisfactory.

Pupils' social, moral, spiritual and cultural education is good. This has a positive impact on the way in which they get on with each other and the quality of relationships is good. They respect the cultural differences of others. Pupils' views are valued. The school council are proud of the new playtime equipment they have obtained. Pupils make good progress in learning about keeping safe and healthy.

The school choir makes a good contribution to the community. The range of responsibilities undertaken by pupils and their improving basic skills are good preparation for later life although low standards of basic skills in English and mathematics present a weakness for pupils' future economic well being.

Quality of provision

Teaching and learning

Grade: 3

Inspectors agree with the school's judgement that currently teaching is satisfactory overall. However this is not sufficient to make up for the legacy of inadequate progress. Where teaching is good, teachers have secure subject knowledge and understanding, employ a range of different teaching methods, and use these well to improve pupils' learning. In a Year 4 class the use of taste, smell, sound and sight helped pupils to enrich their writing. Pupils said that 'before we were not very good at describing things, this has really helped.' All staff makes considerable effort to stimulate learners through exciting projects such as 'I'm a Celebrity' and 'Night of the Gargoyles'. Pupils enjoy their lessons. They are enthusiastic about their home learning projects which motivate them and increase their enjoyment of learning. Teaching assistants support pupils' learning well and provide good role models.

However not all teachers plan to cater for the needs of all pupils. Teachers' questioning is not sufficiently aimed at increasing pupils' knowledge and understanding. There remain significant gaps in pupils' learning which are not being correctly identified and

remedied. Marking is inconsistent and as a result not all pupils are clear about what they need to do to improve.

Curriculum and other activities

Grade: 2

The schools' innovative curriculum is good and provides a wide range of interesting and enjoyable activities. The effective changes made mean much of the curriculum is now focused on imaginatively designed projects which make learning relevant and purposeful and takes careful account of pupils' developing personal skills. These projects motivate pupils well as seen in the high standard of presentation of work. One said, 'They try to make learning fun through projects'. Parents are encouraged to support pupils' project work through home learning activities, which show an extremely good response. The success of these projects has yet to be measured against any improvement in learning and pupils' achievement in different subjects. Pupils' learning about health and safety is enriched with visits from the police and fire services, opportunities for sport and exercise, and projects on healthy eating, such as 'Super sandwiches and fit fillings'. Good use is made of visits, including residential ones, to broaden their experiences. Visitors to the school, such as theatre groups, provide a good stimulus for learning. Very good provision is made for lunchtime and after school clubs, which pupils are very keen to attend.

Care, guidance and support

Grade: 3

The school is a happy and secure place where pupils thrive because pupils' welfare is a high priority. Pupils say 'children are friendly and teachers are nice.' The pastoral care worker has provided invaluable support in improving behaviour and providing a safe haven for pupils suffering emotional crises.

Close links with outside agencies support vulnerable pupils. Child protection procedures are securely in place. Health and safety routines and risk assessments are fully carried out. Pupils are fully aware of the need for safety. Effective means of dealing with bullying and racism are in place and recorded incidents are low.

Pupils are clear about their targets although not all of them are sure how they could improve their work. Much of the schools' work on assessment is too new for its impact to be clearly measured. The school identifies and gives good support to the pupils with learning difficulties. However, they are only just beginning to use this data to track the progress over time of the majority of pupils and identify where additional support would be most effective.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The current head teacher has worked very hard to take the school from special measures and now has a supportive leadership

team who share her enthusiasm and determination for improvement. Together they have already demonstrated that the new and exciting curriculum they have introduced is motivating pupils and enriching their learning. Attendance has improved and the number of pupils who have been excluded has fallen. Behaviour has improved significantly. Staffing has been stabilised and has improved at senior level so that the leadership team now has a good capacity to make improvements. However there is more work to be done to ensure that pupils' achievement and standards are as they should be.

The school's self evaluation is satisfactory. Strategic planning has not until recently been sufficiently focused on the most significant issues such as raising achievement in writing and mathematics. Although the school checks pupils' progress this information has not been analysed to inform them about achievement over time.

The school has a positive ethos and staff are careful to make sure all pupils are included in the opportunities they provide. The staff and governors take the views of parents and pupils seriously and communication is good. Difficulties in recruiting governors have now been over come. Governors know the school's strengths and weaknesses because they are fully involved in the life and work of the school and they hold the school to account effectively. Financial management is satisfactory.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for all the help you gave us when we came to visit your school. Teachers and parents are proud of you. Your parents think that school does a good job in caring for you, and we agree. We enjoyed our visit very much, especially talking to you about your work, particularly your projects. I told some of you that I would write to you all to tell you what we found out about your school.

Adults in school care for and are interested in you. They make sure that everyone is included and provide lots of extra opportunities for you to enjoy. We were very impressed with some of the things you do, particularly the wonderful things that you make in your home learning. We liked the way you behave sensibly and are thoughtful to others. The school's council are good at representing your views.

Although most of you try hard, we are concerned that you could do better in writing and mathematics. We have asked the teachers to help you to do this. The headteacher and governors are going to look for ways to improve the teaching of these subjects. We have also asked teachers to ask questions that will help you to understand your work more easily and to be aware of the next steps that you need to take in order to improve. We know that your head teacher will be able to help teachers to carry out this work. Mrs Sinclair, Mr Thrussell and I hope that you continue to do your best and wish you every success in the future.

Yours sincerely

Barbara Atcheson

Lead Inspector