



# Vigo Infant School

## Inspection Report

**Unique Reference Number** 115970  
**LEA** Hampshire LEA  
**Inspection number** 279715  
**Inspection dates** 26 April 2006 to 27 April 2006  
**Reporting inspector** Carmen Rodney HMI

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

<b>Type of school</b>	Infant	<b>School address</b>	The Five Schools' Campus
<b>School category</b>	Community		Vigo Road
<b>Age range of pupils</b>	4 to 7		Andover SP10 1JZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01264365166
<b>Number on roll</b>	189	<b>Fax number</b>	01264354299
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Gayle Bradbury
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs Carolyn Evans

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 26 April 2006 - 27 April 2006	<b>Inspection number</b> 279715
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Vigo Infant School is smaller than most primary schools. Most of the pupils are of white British origin and live in wards with some deprivation in Hampshire. When pupils join the school, their skills and knowledge are below and often well below the levels expected for their age group. The proportion of the pupils with learning difficulties and disabilities is significantly well above average. The school has a distinctive language and communication unit which supports pupils with communication difficulties. The proportion entitled to a free school meal is slightly above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Vigo Infant school provides a satisfactory standard of education with some good features. The headteacher and staff are committed to the school and want to do the best for the pupils. Parents support them well in their work and pupils enjoy coming to school. The ethos is buoyant and there is energy and drive to meet the needs of the pupils with learning difficulties and disabilities (LDD). The learning support unit is an outstanding feature of the school and a testimony to the very good provision for pupils with LDD.

Although standards in English and mathematics have been well below average for some years, most pupils make satisfactory progress and some make good or better progress particularly those with specific LDD. The pupils in the Foundation Stage make good progress. The quality of teaching is good in the Foundation Stage and satisfactory in Years 1 and 2, where aspects of teaching could be further improved. For example, the more able pupils are not always sufficiently challenged.

The school cares well for its pupils and ensures that their well-being is carefully met. The school recognises that more needs to be done to improve academic standards. Changes in the curriculum and teaching have created a sound foundation on which to drive school improvement. However, there is scope for a more rigorous and strategic approach to monitoring these aspects of its work and using assessment information to inform planning. Although there is scope for developing their strategic management, the school has the capacity to make further improvement. Overall, the school provides satisfactory value for money.

### What the school should do to improve further

andmiddot; Raise academic standards in English and mathematics, particularly for the more able pupils. andmiddot; Strengthen the quality of teaching in Years 1 and 2 so that a high proportion is good and work is sufficiently challenging for the more able pupils. andmiddot; Improve monitoring and evaluation so that the priorities for improvement are based on rigorous analyses of teaching and learning, curriculum planning and the use of assessment data.

## Achievement and standards

### Grade: 3

When pupils join the school their language and numeracy skills are below and often well below the average expected for four year olds. The pupils in the Reception classes, however, benefit from good teaching and a rich, well-structured curriculum that enables them to make good progress towards their early learning goals. Good links with parents and other agencies ensures that these pupils are well supported and motivated in their first year in school. They benefit from outdoor as well as well structured classroom experiences, and the strong emphasis on speaking and listening in their activities helps to develop early language and communication skills.

In Year 2, standards have been significantly below average for some years in reading, writing and mathematics. In the 2005 national tests results, there was a sharp decline in writing. Although assessment data indicates that many pupils begin Year 1 with good achievement in the early learning goals, the more able pupils rarely achieve the higher Levels 2A or 3. Inspection evidence shows that currently, the more able pupils in Year 2 are not on target to reach the higher levels. This can be linked to the relative weaknesses in teaching where some aspects could be further improved. For example, some of the more able pupils could be challenged to do much better. The school has targeted writing for development and appropriate action is being taken to tackle this area of pupils' work. Given their starting point, achievement is satisfactory and often good particularly for the pupils with learning difficulties and disabilities. The achievement of the few minority ethnic pupils is also satisfactory or better.

## **Personal development and well-being**

### **Grade: 2**

Provision for pupil's spiritual, moral, social and cultural education is good. They learn to understand their own feelings and how their actions affect others. An assembly theme, such as that on kindness and consideration to others, helped to reinforce these values. The pupils' behaviour is good and they develop an understanding of the difference between right and wrong through the school's system of rewards and sanctions. Attendance is satisfactory and the pupils talked eagerly about their lessons, teachers and friends when discussing how much they enjoy school.

Pupils support a range of local and national charities. They are also involved in the community, visiting the market and other businesses as part of topic work and annually presenting artwork and photographs in the foyer of the local library. Many pupils contribute well to the school community through taking responsibility in their classes or on the school council. They have recently suggested ways to improve dinner times, which have been successfully implemented.

The school places a strong emphasis on the importance of staying healthy. The pupils are aware of the need to exercise and eat well. The recently introduced fresh fruit scheme has been very popular with the pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory in Key Stage 1 and good in the reception classes. The school's recent initiatives to improve pupils' academic achievement have led to significant changes in curriculum planning and the way in which pupils are taught. These changes have led to more direct group work, role-play and individual activities rather than direct and whole-class teaching. Analysis of the data on pupils' progress since the initiatives were introduced indicates that overall, they are making steady progress with a small minority making better progress. However,

there has not been an in-depth review of the initiatives to identify where improvements can be made to help pupils achieve the higher levels in English and mathematics. The new approaches have generated much enthusiasm from pupils; however, in the satisfactory lessons seen during the inspection in Years 1 and 2, the teachers did not always take account of the more able pupils' needs.

In the satisfactory lessons, the teachers generally demonstrated what they wanted the pupils to do so that they could understand the work. They used targeted questions well but they were not consistent in pitching the work at a suitably challenging level. Learning objectives were not always shared with the pupils, summaries were too brief and sometimes they accepted work which was not of a good enough standard.

The best teaching ensured that tasks reflected pupil's needs well. The teachers used a range of activities, stimuli and searching questions well to challenge pupils thinking and extend their communication skills. In these lessons, the pupils were able to work independently and express their understanding of the work well.

The school has taken appropriate steps to provide good support for pupils with LDD, including the most vulnerable pupils. In the LDD unit, the teachers understand how well pupils are doing and plan their work well to meet their needs. As a result of the good teaching, these children make good progress.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum is satisfactory overall. The reception classes provide a rich and varied range of learning experiences for the pupils in their first year in school. Pupils in Years 1 and 2 are taught in mixed-age classes and experience a thematic curriculum to allow for more creative and imaginative learning experiences. Topics such as 'Minibeasts' encourage pupils to explore, investigate, research and record information using resources such as the library, internet and digital cameras. However, the school is targeting writing as an area for development. Additionally, it is also at the early stage of identifying how to help the more able pupils.

Visitors to the school such as people from the local community, storytellers and the local authority (LA) dance team, enhance the curriculum. Classes also visit local places of interests such the church, museum, the library and local supermarket. Greater emphasis need to be placed on preparing pupils for living in a multi-cultural society.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, guidance and support is satisfactory overall. Statutory requirements are met and the school's procedures for child protection and identifying and dealing with potential risks are good. These procedures help to ensure that pupils are kept safe and healthy. They are also supported well by the work the pupils do in lessons and the school's provision for their personal development.

The school keeps detailed records of pupils' progress and these are effectively used to target learning goals for pupils in the Reception classes. However, assessment information for pupils in Years 1 and 2 could be used better to set more challenging tasks in English and mathematics, particularly for the more able pupils in order to raise achievement and standards. Some teachers include some helpful comments on pupils' work but there is not yet a consistent approach to marking to help them understand what to do next.

Support for pupils with LDD including the most vulnerable pupils is enhanced by provision in the Language Unit. The unit has some outstanding features, with well-trained and qualified staff providing focused individual support for pupils with both speech and language needs.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The headteacher, ably supported by the senior team, has sustained a strong commitment to the school's inclusive ethos. The school knows the pupils and their parents very well and constantly seeks and acts on their views on the school. Parents are well informed and supportive of the school particularly the very good quality provision for pupils with LDD. The governing body is well informed about the school's work and is supportive.

The school recognises that there are external factors that affect pupils' learning and takes the view that their progress is hindered by their social circumstances. The senior managers have therefore taken some appropriate action to further improve pupils' academic attainment and achievement. For example, a new approach to teaching and curriculum planning as well as emotional literacy has been introduced to stimulate learning. The teachers are committed to the school and a cohesive team has been created. Senior staff lead the drive for improvement; teaching and learning are monitored on a regular basis and subject co-ordinators routinely review the curriculum - a significant improvement since the last inspection.

The school's self evaluation shows that the senior managers recognise the school's main strengths and weaknesses. However, at this stage the school has not yet developed a strategic plan to guide its long-term development. For example, individual subject plans do not accord well with the school development plan to give a sharp enough focus on raising standards. However, the school's capacity to make further improvement is secure.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 welcoming us to your school. It was a great pleasure to talk to you about your work. Most of you enjoy coming to school and look forward to taking part in all of the different activities. The school is good at making sure that you are safe and happy and can take different responsibilities like monitors or play ground buddies. Your behaviour is good and your teachers help you to work well with others. Your teachers also help you to explain your ideas and make decisions by giving you opportunities to sit on the school council and raise money for different charities.

The school makes sure that when you come to the reception or the language unit, you can do your best. The teachers help you to get better at speaking and listening, reading, writing and mathematics. They also make sure that you behave very well before you go into Year 1 and 2. Your teachers always check on how well you are doing but some of you could do better before you go to the junior school. In lessons, you need to spend more time working on your writing and mathematics.

We have asked the school to help you get better at reading, writing and mathematics. Your teachers have some good ideas for your lessons and we have asked them to think about how they can help you do your very best. You need to help your teachers by doing your work well as this will help you to improve. This is important because so many of you have told us that you would like to do interesting jobs when you grow up.

With all good wishes for the future,

Carmen Rodney

Her Majesty's Inspector