

Vigo Junior School

Inspection report

Unique Reference Number	115969
Local Authority	Hampshire
Inspection number	295401
Inspection dates	3–4 May 2007
Reporting inspector	Hilary Bonser

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 on roll	
School	258
Appropriate authority	The governing body
Chair	Mr Gordon Bell
Headteacher	Mrs Jackie Green
Date of previous school inspection	7 March 2006
School address	Vigo Road Andover SP10 1JZ
Telephone number	01264 365160
Fax number	01264 369581

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than many junior schools. Most pupils come from considerably disadvantaged backgrounds. Standards on entry to the school vary between below and well below average. The proportion of pupils with learning difficulties and disabilities is above average. The school has a seven place Language Unit. Very few pupils are from minority ethnic groups or at an early stage of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a school that has improved rapidly over the last year under the outstanding leadership of the headteacher. It now provides a good standard of education with several outstanding features, enabling pupils of all abilities to achieve well. In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Parents and pupils justifiably hold the school in high regard. As one parent commented, 'The staff and children have respect for each other and everyone is so proud of their school'.

The school has responded well to the issues from the last inspection. The low standards in English and mathematics have improved to below average and the large majority of pupils now make good progress both in lessons and in relation to their individual starting points in the school. A key factor in this has been the improvement in teaching and learning, which is now good. Another is the increased rigour and scope in the tracking of pupils' progress. This is used very effectively to identify at an early stage any pupils not making the expected progress towards targets that are now appropriately challenging. Additional support or challenge is then quickly given.

Pupils thoroughly enjoy the outstanding curriculum introduced 18 months ago. As it has become established, it has fully captured their interest and has a very positive effect on their learning and motivation. The rapid improvement in pupils' writing skills illustrates this well. This is also a school where each pupil really counts. The care and support for pupils' personal development, whatever the level of individual behavioural, social or emotional need, is outstanding and provided in such a way that all pupils are fully included in school life. These strengths, combined with highly effective behaviour management, have resulted in rising attendance, a very sharp decline in exclusions and a happy environment where pupils feel secure and eager to learn. The excellent partnership with governors and parents as well as other schools and agencies contributes significantly to pupils' positive attitudes.

The school identifies its strengths, its areas for development and what is needed to remedy them very accurately. It is aware that standards and the rate of progress in mathematics, whilst now at least satisfactory, have not improved as rapidly as in English, especially for some lower attaining girls. Teachers now share individual targets with pupils, but do not make enough consistent use of them in lessons to help pupils improve their work. The school is currently focusing attention on these areas. The improvements already made show that the school is well placed to make further progress.

What the school should do to improve further

- Implement fully plans to improve standards and progress in mathematics, especially for some lower attaining girls.
- Make more effective and consistent use of individual targets to help pupils improve their work.

Achievement and standards

Grade: 2

The large majority of pupils, including those in the Language Unit and others with learning difficulties and disabilities, those who speak English as an additional language and more able

pupils now achieve well in relation to their previous attainment and make good progress in lessons.

Standards are below average overall but continue to show the significant improvement evident in the 2006 Year 6 national tests, in English especially but also in mathematics. English and science remain relatively stronger than mathematics, mainly because it is too soon to see the full effect of the whole school focus on mathematics this year. Pupils' progress has accelerated particularly in writing, where the many opportunities in the topic based curriculum have been used very well to give pupils a real sense of purpose and enthusiasm for writing. Progress in mathematics has improved to at least satisfactory with many of the older pupils making good progress. The school is currently addressing the concern that some lower attaining girls rarely make better than satisfactory progress in mathematics.

Personal development and well-being

Grade: 2

Personal development and well-being, including the spiritual, moral, social and cultural aspects, are good. Pupils really enjoy coming to school and feel that teachers make lessons fun. This is reflected in the good behaviour and the significant improvement in attendance over the last few years, which is now broadly average. Pupils develop mature attitudes, gain confidence in expressing their views and make a strong contribution to the school community. The school council, for example, have their own strategic plan and are involved in monitoring the quality of learning and teaching. They are also planning a mathematics workshop for parents. One pupil explained, 'It's to teach parents how we learn maths in school so that it will help them to help us with our work at home'. Pupils show good understanding of how to keep safe and live healthily, as seen in their efforts to improve the quality of packed lunches. These skills, together with their awareness of the needs and feelings of others and rapid progress in literacy and information technology skills, prepare pupils well for later life and learning, although their progress in numeracy skills is slower.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and make a significant contribution to pupils' improved progress and achievement. Teachers plan a wide range of stimulating projects that motivate pupils very well. Tasks are interesting and carefully planned to provide a good challenge for pupils of different abilities. Very good relationships encourage pupils and they are eager to learn and feel confident to put forward their own thoughts. As one teacher explained, 'It doesn't matter if you are wrong, it's all about learning'. Teachers' questioning skills have improved since the last inspection. They ask questions that encourage pupils to think hard and justify answers. In an outstanding numeracy lesson in Year 6, the teacher gave high quality feedback to challenge the pupils and drive forward standards in mathematics. Skilled learning support assistants work in close partnership with teachers and make an important contribution to pupils' learning. Teachers generally use a very good range of assessment information well to move on pupils' learning. Although individual targets are clear, teachers do not always use them well enough in lessons to help pupils improve their work.

Curriculum and other activities

Grade: 1

The outstanding curriculum is creative and stimulating, making learning meaningful, purposeful and very enjoyable for all pupils. The integrated learning approach incorporates the systematic development of key values and basic skills and meets all requirements. It is one of the main reasons why pupils' learning has improved so rapidly. The imaginative, exciting projects, such as 'Play the Game' and 'Tomb Raider' are planned very well to take very good account of pupils' differing needs and abilities, including those with learning difficulties and disabilities, so that all are fully included in lessons and keen to learn. The projects provide a focus for learning across subjects and give pupils the opportunity to be involved in many challenging activities. These have spurred pupils on to take great pride in their work. The curriculum is enriched by a wide range of visits, visitors and a very good number of extra activities, which promote pupils' personal development and positive attitudes very effectively. The comprehensive programme of personal and social development provides very useful life skills that will serve pupils well in becoming responsible citizens. Pupils value and enjoy all the curriculum offers them.

Care, guidance and support

Grade: 2

Care, guidance and support are good, with some outstanding aspects. All staff know the pupils and their individual needs very well. The support given is highly effective in promoting pupils' personal development and achievement and greatly appreciated by parents and pupils alike. The pastoral worker and special needs team provide excellent help to both pupils and parents or carers with specific concerns, problems or vulnerability. A very successful re-integration programme for excluded pupils has virtually eliminated exclusions this year. A wide range of outside agencies is used very well by the school to support pupils. The very good transfer arrangements for pupils joining the school and when they move on to secondary schools promote their confidence well. The school has robust health and safety procedures to ensure compliance with child protection and other requirements. Academic guidance is now good overall. Pupils are clear about what they need to do to improve from the individual targets introduced this year. As yet, these are not used consistently well enough in lessons to further increase pupils' progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides excellent leadership, very ably assisted by the senior managers. She is fully focused on continually improving all areas of pupils' learning and development. She has built a hard-working staff team keen to contribute to this, through a strong emphasis on accountability, staff development and supportive teamwork. Her own drive, enthusiasm and example are key factors in motivating staff to meet successfully the very high expectations she has of them. These are reflected in the significant improvements since the last inspection.

Some subject managers and co-ordinators are fairly new to their roles, but have begun to make a good contribution to raising standards and achievement in their areas. There is an outstanding, rigorous process of self-evaluation from which well planned priorities have been identified and implemented successfully to raise standards and achievement. Governors are very supportive

and also make an excellent contribution to school improvement through their monitoring activities, which they use very well to hold the school to account. The school makes outstanding use of partnerships with other schools and external agencies to share and develop best practice and to promote pupils' learning and personal development.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

18 May 2007

Dear Pupils

Inspection of Vigo Junior School, Andover, SP10 1JZ

I am writing to let you know what we found out when we visited your school. Thank you for taking part in the inspection. We really enjoyed seeing you at work and at playtimes and talking to you. There are many things we like about your good school.

We liked these the most:

- your behaviour is good, you work hard, enjoy school very much and make good progress in your work
- your headteacher runs the school very well indeed
- the school looks after you very carefully and all of the adults connected with it work together really well to help you
- the school provides many interesting and exciting things for you to do
- you understand the importance of eating the right things and taking plenty of exercise
- we agree with you that your teachers are good at making lessons fun and helping you to do your best.

We have asked your teachers to help you make even faster progress in mathematics and to use your individual targets to help you improve your work further.

Thank you again

Yours sincerely

Hilary Bonser

Lead inspector