

Vigo Junior School

Inspection report

Unique Reference Number	115969
Local Authority	Hampshire
Inspection number	338693
Inspection dates	19–20 January 2010
Reporting inspector	Sue Vale

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 of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Gordon Bell
Headteacher	Nicola Smith (Acting)
Date of previous school inspection	3 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons taught by eight teachers and held meetings with governors, staff and pupils. They observed the school's work, and looked at documentation, including the school improvement plan, the tracking of pupils' progress, minutes of governors' meetings, pupils' work in English, science and mathematics in Year 3 and Year 6, staff and pupil questionnaires and 80 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the level of achievement of the current pupils, including the more able and those with special educational needs, and the impact of assessment on learning
- what the school is doing to improve standards in mathematics
- the impact of the school's provision on pupils' personal development
- the inclusive nature of the school and the provision of the 'nurture group'.

Information about the school

Vigo Junior School is an average size school. The majority of pupils are of White British heritage and there are very few pupils from minority ethnic backgrounds. A larger number than average are eligible for free school meals. The proportion of pupils identified as having special educational needs and/or disabilities is much higher than the national average. There is a 'nurture group' and resource-based provision for pupils with language difficulties on site. There is a privately run nursery on the site, but this was not included in this inspection. There have been a considerable number of staff changes over the last six months. The previous headteacher and three permanent members of staff left the school at the end of the summer term 2009. An acting headteacher has been in post since September 2009. Three newly qualified teachers were appointed and at the start of the current term there were two temporary class teachers appointed to cover maternity leave.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Vigo Junior is a caring school; this is recognised by parents and carers, who appreciate the support given to their children. It is a very inclusive school. Pupils with special educational needs and/or disabilities are well supported, both in the resource-based provision and in lessons. Provision for the pupils in the 'nurture group' is good.

Unvalidated national test results for Year 6 in 2009 showed that pupils having started at the school with standards below those typically expected, attained broadly average standards in English and science. However, attainment in mathematics was well below average. Inspection evidence shows that current attainment remains similar to last year with a slight improvement in English and science, and improvement in mathematics for the younger year groups. Overall, pupils make satisfactory progress from their starting points, although progress in mathematics is slower than that in English and science.

Despite concerns about behaviour expressed by a small minority of parents and carers, pupils behave well. On the few occasions when pupils find it harder to behave staff employ appropriate strategies to support and guide them. Consequently, the majority of pupils enjoy school and feel safe and cared for. Attendance overall is satisfactory.

Teaching is satisfactory with some good elements, although there is inconsistency as not all teachers have high enough expectations of what pupils can achieve, particularly in mathematics. Assessment is inadequate. Pupils' progress, although tracked in the past, has not been based on secure enough evidence. Also, assessment information has not been used effectively to ensure that more able pupils are fully challenged in their learning. Marking of pupils' individual work is also inconsistent. The lack of a clear marking policy hinders this so new teachers are not clear about what the school's systems are to help pupils to improve in their work.

The school's promotion of community cohesion is satisfactory, particularly within the school community. However, there is more still to be done, particularly in terms of comprehensively auditing the school's provision in terms of faith, culture and socio-economic elements.

Care, guidance and support for the pupils are satisfactory overall. Leadership and management, including governance, are satisfactory. The acting headteacher, supported by the leadership team, has a clear vision for the development of the school.

Self-evaluation is very accurate and all involved have a secure understanding of the areas which need to be developed and are now taking action to address these.

Consequently, the school has a satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

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- Raise attainment and rates of progress in mathematics by:
 - ensuring all staff have high expectations of what pupils can achieve
 - involving pupils in determining what they need to do next to improve their work.
- Improve the accuracy of assessment and the use of all information related to individual pupil progress and attainment by:
 - introducing systems for tracking pupils' progress that enable teachers to plan effectively for the full range of abilities
 - involving pupils more in understanding what they need to do to improve their work in order to move on to the next steps in their learning
 - marking work consistently and regularly in order to help pupils improve
 - using assessment information to set realistic yet challenging targets for whole-school improvement
- Complete the audit of current practice in community cohesion so that it encompasses aspects of faith, ethnicity and socio-economic dimensions.

Outcomes for individuals and groups of pupils**3**

In lessons, pupils are really keen to learn. They are attentive, interested and eager to find out more about a subject or topic. For example, in a good English lesson in Year 6, pupils were highly engaged in writing diary entries about famous people that they admired. This resulted in all pupils incorporating key features of diary writing and they demonstrated this both through their verbal answers and their writing. Consequently, although their attainment was average, they made good progress in their learning.

Pupils' progress reflects the quality of teaching. There are some inconsistencies in the quality of teaching and hence overall progress is satisfactory rather than good or better. In several lessons observed during the inspection, pupils' progress slowed because teachers' expectations of what pupils could achieve were not always high enough, particularly in mathematics. Pupils from vulnerable groups are fully integrated into school life. The introduction of the 'nurture group' is having a very positive effect on raising the more vulnerable pupils' self-esteem and attendance, as well as allowing them access to the full curriculum so that they are making similar progress to their peers. The school supports those pupils with speech and language difficulties well. The resource-based language provision gives pupils the opportunity to receive specialist teaching. This is having a positive impact on pupils' progress in lessons, particularly in English.

Pupils say that they feel safe at school and know who to turn to if they need help. Behaviour in and around the school is consistently good. Any behaviour which is not up to the school's standards is dealt with swiftly and appropriately by staff. Pupils are proud of their achievement charts and stickers for good behaviour. Spiritual and cultural development is satisfactory. Moral and social development is good, in part due to the fact that the school really support pupils in understanding how their actions can affect

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both themselves and others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory overall. In good lessons, positive relationships create a stimulating climate for learning. Use of paired discussion, for example in a Year 4 science lesson on friction, enabled pupils to share ideas and to develop their learning further. In the satisfactory lessons seen there was not a good enough match of work to the different abilities and needs of pupils. In some instances the pace of learning was too slow and not challenging enough for the more able. This was seen in a mathematics lesson where all pupils had to cover the planned content before the more able pupils were able to move on to more challenging work. This impedes the progress of the more able.

The school recognises that attainment and progress in mathematics is an area for attention and is now receiving support and advice from a specialist mathematics advisor from the local authority. The action plan to improve mathematics, involving the whole school, has only just been compiled and instigated this term. As yet it is too soon to see

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the full impact of these strategies. However, there are improvements in the rate of pupils' progress that can already be seen in lessons. For example, in a Year 5 mathematics lesson on fractions the teacher quickly adapted and changed the planning of the lesson to reflect and support the needs and abilities of the pupils.

Assessment in the past has not been accurate enough or used well to improve attainment. The school is currently reviewing its assessment procedures and is aware of the need to develop a more consistent approach to the evaluation and use of assessment to raise standards and help pupils to move on in their learning. The lack of a marking policy hampers pupils' understanding of the next stages which they need to reach to improve their own work. Whilst there are some very good discussions held between pupils and teachers on how to improve work completed in lessons, these are not written down and consequently pupils do not have anything to refer to in order to check their own work against targets or areas for improvement.

The curriculum is satisfactory. Mathematics is taught as a discrete subject. All other areas of the curriculum are taught through an integrated topic approach to learning. Pupils enjoy this and talked enthusiastically to inspectors about the topics, such as the Year 4 theme of 'on your bike.' This includes learning about friction, art work and technology. However, on occasions, this approach does not lend itself well to providing sufficiently challenging experiences for the more able. Information and communication technology is used well by teachers to support pupils' learning. School trips, including residential visits to Europe, also enhance the curriculum and stimulate pupils' interest in learning.

Pupils are well cared for; parents and carers agree. The school supports those pupils with speech and language difficulties well. This is having a positive impact on pupils' progress in lessons particularly in English. Pupils said that they can always talk to an adult if they are worried about anything.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The last few months have been a difficult time for the leadership of the school with considerable instability in staffing, including at senior management level. The governing body has found it difficult to appoint a substantive headteacher despite advertising on two occasions. The school is being led well by the acting headteacher who has a clear vision for school improvement. The acting headteacher and the leadership team are well

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aware of the areas that need improvement and are acting positively on them, driving forward improvement and sharing this with all staff. Newly qualified teachers say that they have been supported well.

Governors ensure that statutory requirements are met and procedures for safeguarding pupils are effective. Equality of opportunity is strongly promoted. As one parent commented, 'Pupils with special educational needs are well catered for and appropriate support is given.' Pupils clearly spoke of 'belonging' to their school and everyone has the chance, as they said, 'to have a go at everything'.

The promotion of community cohesion is satisfactory. Significant strengths with regard to local issues and involvement with the other four schools on the same site are counterbalanced by limited activity in relation to the national and international aspects of cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers have positive views of the school. There were relatively few written comments. A few praise the school's support for pupils with additional learning needs. Inspectors agree with parents and carers' views that pupils with specific learning needs and those more vulnerable pupils are supported well. A very small minority of comments related to perceived failings in the time spent managing pupils' behaviour. The team considered all points carefully. Behaviour seen during the inspection was never less than good. Overall, the consensus suggests that this is a caring school where pupils are well supported in their personal development. Inspection findings generally

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endorse parents and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Vigo Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	48	39	49	2	3	1	1
The school keeps my child safe	37	46	41	51	1	1	0	0
The school informs me about my child's progress	41	51	36	45	3	4	0	0
My child is making enough progress at this school	30	38	44	55	4	5	0	0
The teaching is good at this school	36	45	40	50	4	5	0	0
The school helps me to support my child's learning	30	38	45	56	4	5	0	0
The school helps my child to have a healthy lifestyle	20	25	53	66	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	26	49	61	3	4	0	0
The school meets my child's particular needs	27	34	44	55	5	6	0	0
The school deals effectively with unacceptable behaviour	23	29	43	54	7	9	0	0
The school takes account of my suggestions and concerns	25	31	44	55	7	9	0	0
The school is led and managed effectively	32	40	36	45	7	9	1	1
Overall, I am happy with my child's experience at this school	39	49	33	41	6	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Vigo Junior School, Andover SP10 1JZ

I am writing to thank you for your help when we inspected your school and to let you know what we found out. We spent time in some of your lessons and talked to some of you. We also looked at the work of the school and talked to many of the staff and the Chair of the Governing Body. We were interested in what your parents and carers think of your school, and we enjoyed listening to what you had to say.

Overall your school is a satisfactory school. These are some of the things it does particularly well.

- The school looks after you extremely well and cares for you. Many of you said that you felt very safe in school.
- The majority of you behave well in and around the school and particularly in lessons where you are keen to learn.
- You work and play well together.
- The provision for pupils in the nurture group is good.
- Safeguarding procedures are good.

There are some things we have asked your school to do to help it to become even better. We have asked your acting headteacher and the governors to make sure that all staff have high expectations of what you can achieve. We have asked them to make sure that all your work is regularly marked and that assessment is used to help set challenging targets so that you get better in your work. We have also suggested that they help you all to improve in your work in maths. The staff and governors have been asked to carry out a more detailed audit of community cohesion.

In turn, you must all carry on working hard and behaving well. Then you will all continue to make good progress in your learning.

Yours sincerely

Sue Vale

Lead Inspector

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