



Anton Junior School

Inspection Report

Unique Reference Number 115854
LEA Hampshire LEA
Inspection number 279689
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Linda Kelsey HMI

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

Type of school	Junior	School address	Barlows Lane
School category	Community		Andover
Age range of pupils	7 to 11		SP10 2HA
Gender of pupils	Mixed	Telephone number	01264352845
Number on roll	255	Fax number	01264338659
Appropriate authority	The governing body	Chair of governors	Mr Martin Hunt
Date of previous inspection	28 February 2000	Headteacher	Mr Tom Donohoe

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Introduction

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

Description of the school

Anton Juniors is an average sized school and most pupils start with at least average attainment. There are few pupils from minority ethnic backgrounds or with English as an additional language. The number of pupils with learning difficulties and disabilities is average.

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 good school where pupils are making good progress because the school is exceptionally well led. It has a good capacity for further improvement because teaching and learning are good and the curriculum is exciting, interesting and relevant to pupils' needs. As one parent commented, 'We have been extremely impressed with the teaching this year' our son 'has been captivated by both science and history'. The school has a good commitment to raising standards and ensuring that all pupils enjoy their time at school. Standards have improved over the last three years in English and mathematics although, the school recognises through its own accurate self evaluation that there is more to do to raise the achievement of the more able pupils. Progress is monitored and analysed thoroughly by the senior management and as a result realistic and achievable targets are set for the pupils. Good standards are also achieved in other subjects such as science, art, drama, information and communication technology (ICT) and physical education (PE). Pupils have very good attitudes to learning, are very courteous, well behaved and readily take on responsibilities and initiatives around the school. They are sensible about what they eat and take opportunities to join additional physical activities. Spiritual, moral and social development is excellent and pupils have a good understanding of the life of Christ and his miracles as demonstrated in one very lively assembly. Cultural development is good. Pupils enjoy their time at school in a relaxed, safe and purposeful environment; attendance is good. The formal elections of the school council with hustings, electoral role, ballot boxes and hushed pronouncement of results successfully gave pupils an excellent introduction to citizenship. All around the school there is a sense of harmony and good relationships particularly between staff and pupils. The excellent headteacher, ably supported by the deputy headteacher, is good at communicating ideas and vision about 'educating the whole child'. Leadership and management of the school are good and self evaluation is accurate. There is a determination, great energy and drive to improve the school. The result of the improvements is noticeable around the school and is commented on by parents. As one said, 'The school has a strong and welcoming team and a great head that my family and son admire'. Monitoring of teaching and learning is thorough and accurate but currently is the responsibility of the headteacher and deputy. This role has not been developed sufficiently well to ensure that subject leaders in English, mathematics and science have a good overview of their areas through work scrutiny, lesson observation and thorough analysis of data. The good teaching and high quality display of children's work is a result of the high expectations of pupils and because staff are very supportive of each other. The good use of the accommodation, including the outside areas to provide a stimulating and interesting environment is praised by pupils and is another example of how the school has improved in the last few years. Even though standards still need to rise, the school know what it has to do and consequently provides outstanding value for money.

What the school should do to improve further

- Raise the standards of the more able pupils in the school so that they reach their full potential.

- Improve the roles and responsibilities of subject leaders in English, mathematics and science so that they have a more complete picture of the strengths and weaknesses of their subjects.

Achievement and standards

Grade: 2

Standards are above average and have been improving continuously since 2003. In 2005 the school's targets were exceeded and standards are likely to be as good this year. The good monitoring of pupils' progress has resulted in realistic targets which, while challenging, are achievable by the pupils. Pupils have traditionally entered the school with above average attainment but data shows that more recently it has been variable. For instance, in Year 4 there are a higher number identified as having learning difficulties.

Pupils achieve well during their time at the school because the teaching is consistently well planned and resourced so that learning is exciting and relevant. Those with learning difficulties and disabilities make outstanding progress because the support for them is highly effective. However, the higher achieving pupils could do even better if work for them was more closely matched to their need.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils particularly like sports, clubs, ICT and scientific experiments and their good health is effectively promoted through physical activity and competitions, the excellent school lunches and a good programme for personal, social and health education.

The school council effectively identifies areas for school development and successfully implements some of these, for example, choosing and purchasing new outdoor playground equipment and mirrors for the boys' toilets. Personal, moral, and social development are excellent and the appreciation of art and music are stronger elements than pupils' understanding of multi-cultural diversities and faiths. The lunch time leaders from Year 6, clearly identified by their red caps, suggest, set up and lead activities such as drawing, chess and football. Year 6 also support pupils in making friends and settling disputes, as one boy said, 'I don't think there's any bullying here, I had to sort out one difficulty today but it wasn't much.' Safety in the playground is particularly enhanced by good use of ample space and the fenced off all-weather surfaced sports area.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are planned to engage and interest pupils so that they enjoy coming to school and are ready to learn and keen to do well. Expectations are set high for most pupils and they respond well to this with very good behaviour and attitudes. The marking of pupils' work and the on-going assessment and analysis of data means that pupils understand what their targets are. Marking is used well to praise pupils but does not tell them sufficiently what they need to do next to improve. Within their workbooks pupils comment on whether they have found the work easy or hard and as a result get the right support needed to help them with the next stage of learning. Most lessons proceed at a brisk pace and are introduced to pupils so that they know what to do. However, sometimes this explanation is too long and shortens the time pupils have to write well and at length. The school recognises that better opportunities could be provided to challenge the more able pupils with harder work.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum which is rich and diverse and well organised. The provision in art, drama, PE and ICT is exemplary and the standards in art across a wide range of media are exceptionally high. A parent visitor to a recent exhibition of pupils' work wrote 'A wonderfully imaginative, colourful and impressive exhibition.'

The curriculum is enriched further through regular themed events such as the visit from the astronomer with his space laboratory to bring alive the topic on space. Pupils are actively encouraged to contribute to their school community through a wide range of opportunities. For example, pupils recently worked on their personal and social skills by providing tea and entertainment for elderly residents.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. All the pupils are valued and cared for very effectively and child protection procedures are in place. Staff know all the pupils well and successfully support and challenge individuals so that they all make good progress in their learning, personal and social development. Positive relationships throughout the school, clear guidance and appropriate praise enhance pupils desire to do well in all aspects of school life.

Leadership and management

Grade: 2

Leadership and management are good with notable areas of excellence. As one parent put it, 'The school has been exceptionally well led by the headteacher.' Since his arrival, the headteacher, supported by his deputy, have strongly directed school improvements. However, they have not sufficiently devolved leadership to subject leaders in English, mathematics and science.

The rigorous and accurate monitoring has led to successfully addressing the weaknesses, such as those found in mathematics. The school has tackled the issues raised in the previous inspection report and has the capacity to build on its success. Governors make a valuable contribution. They are very well informed and have a good level of involvement but could challenge the school more. Resources are used very well.

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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>	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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

You will remember that you had three visitors to your school recently to see how well you were all doing with your work. Many of you willingly chatted to us during our visit and we enjoyed our lunch with the school council on the second day of our visit. Thank you for inviting us to join you.

You told us how good your school is and we agree. Your headteacher, deputy headteacher, teachers and other helpers work very hard to make sure that they know as much about your work as they can. The lessons they plan for you are exciting and just what you need to be learning. Many of you do well at the school and are ready to start secondary school with good standards in many subjects. We really enjoyed looking at all your wonderful art work and think that many of you are talented artists. Some of you who find work a little more difficult are helped very well and achieve good results. We have asked your teachers to make sure all of you work as hard as possible especially those who are capable of achieving high standards.

Your headteacher is very good at making sure the school has all the best possible things so that it is a happy place for you all to learn in. Most of you enjoy coming to school and are there most days of the year. As your headteacher and deputy headteacher work so hard we have asked them to find ways of sharing some of this responsibility with the other teachers. We wish you all the best for your future life, health and continuing happiness.

Yours sincerely,

Linda Kelsey

Her Majesty's Inspector