



Anton Infant School

Inspection Report

Unique Reference Number 115973
Local Authority Hampshire
Inspection number 290382
Inspection dates 12–13 December 2006
Reporting inspector Peter Thrussell

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

Type of school	Infant	School address	Wellesley Road
School category	Community		Andover
Age range of pupils	4–7		SP10 2HF
Gender of pupils	Mixed	Telephone number	01264365168
Number on roll (school)	158	Fax number	01264332732
Appropriate authority	The governing body	Chair	Mrs Alison Reed
		Headteacher	Mrs Jacqueline Qualmann
Date of previous school inspection	21 May 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Anton is a two-form entry infant school. It serves an area of low social deprivation, with very few pupils known to be eligible for free school meals. The majority of pupils are of White British heritage. The proportion with learning difficulties and disabilities 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

Anton Infant School provides a satisfactory standard of education for its pupils. It has several good features. It is particularly successful in promoting pupils' personal development and well-being and creating a caring ethos. Good links with parents, other schools and agencies effectively support pupils' well-being. Those with learning disabilities are particularly well supported and fully included in the life of the school. Pupils enjoy school and feel safe. This enjoyment is fostered through an enriched curriculum, which encourages pupils to work independently and to draw on their skills from different subjects. Pupils help out in school doing small jobs willingly. The school committee are active, and proud that their suggestions to plant more trees and to help fund a teacher for Africa were carried through. Good provision for physical activity, with many taking part in an early morning run around the grounds, and an encouragement to eat healthily, have contributed to the school gaining an enhanced Healthy Schools Status. Pupils behave well, are polite and keen to learn.

Following good induction procedures, children quickly settle into the Reception classes. They enter the school with skills and understanding which are broadly average. Good teaching and a lively, well-planned curriculum in the Foundation Stage result in children achieving well, particularly in their personal and social development and communication and language skills. When they enter Year 1, the majority are working securely within the learning goals expected at this age. The quality of teaching and learning in Years 1 and 2 is satisfactory. Pupils make satisfactory progress and by the end of Year 2 reach average standards in reading, writing and mathematics. However, more-able pupils, especially, do not achieve well enough in writing. The school has good procedures for checking and recording the progress that pupils are making. It uses this information effectively to identify different ability groups within classes and to plan weekly mathematics and writing workshops for Year 2 pupils. However, it is not always used well enough to identify what it is that pupils, particularly more-able ones, need to learn next, and their progress is therefore slowed.

The headteacher and other leaders have a sufficiently clear idea of what needs to be improved. However, the school's improvement planning does not keep a close enough check on the actions being taken to ensure their success. Overall, there has been satisfactory improvement since the last inspection and this shows that there is satisfactory capacity to improve.

What the school should do to improve further

- Raise achievement in writing, particularly of more-able pupils
- Ensure that teachers challenge all pupils to achieve well through better use of assessment
- Strengthen leadership and management through a more rigorous approach to improvement planning, monitoring and evaluation.

Achievement and standards

Grade: 3

Standards are average and achievement satisfactory. Children get a good start to their education in the Foundation Stage. They make satisfactory progress in Years 1 and 2 and standards at the end of Year 2 are broadly average. This has been the picture since the last inspection in 2001. Standards in writing, however, are weaker and the school is seeking to improve them. It is focusing on the use of films as a stimulus for writing, particularly for boys, the display of key words to aid spelling, the development of motor skills to encourage good handwriting, and weekly writing workshops. However, the effect of these appropriate actions, along with the quality of teaching and learning in literacy, needs to be more carefully checked to ensure improvement.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They are considerate to one another, enjoy learning, are confident and are eager to talk about their work. Pupils feel safe. One commented, 'We don't have bullying but if there is any we tell our teachers and they help us'. They develop a good understanding of how to lead safe and healthy lifestyles and know what makes a healthy meal or packed lunch. Pupils' spiritual, moral, social and cultural development is good. In the playground and around the school pupils support each other well. They talk positively about the buddy system, where pupils keep each other company at break times. Pupils make a positive contribution to the school and the wider community. One member of the school committee said, 'We make the school a better place. We help to improve it'. Through visits and visitors pupils are developing a good understanding of their own and other cultures. These good personal skills, along with developing computer skills and satisfactory literacy and numeracy, provide a satisfactory foundation for pupils' future life and learning.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall but with good elements. As a result pupils' progress is satisfactory. Teachers have a good commitment to their pupils, work hard and manage behaviour and relationships well. Teaching in the Foundation Stage is good and ensures pupils have a good start to their education. Teaching in Years 1 and 2 is satisfactory overall. Pupils are well managed and are given good opportunities to develop their independent skills. However, tasks are not always well matched and challenging so that the pace of learning is sometimes too slow. This was an issue from the last inspection. Throughout the school, well informed teaching assistants give

good support, especially for pupils with learning difficulties and disabilities, so that they achieve as well as their classmates.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It is good in the Foundation Stage, where good planning, with opportunities for children to learn through their own investigation and directed teaching, means that children get off to a good start. Children are encouraged to plan and review their own work in order to encourage independence in their learning. Since the previous inspection there has been good improvement to the outside space for the Reception classes and in the provision for resources. The curriculum for Years 1 and 2 is satisfactorily matched to the different learning needs of pupils, with an appropriate emphasis on literacy and numeracy. Good links are made between subjects, which make the curriculum relevant and interesting for pupils. However, the school recognises the need to plan further opportunities for pupils to use and develop their different writing skills across all subjects. The school is working towards UNICEF's 'Rights Respecting School' award. This is helping to promote good standards in personal development and well-being. Since the last inspection, the provision and use of new technology has been developed well. There is a computer suite and most classes have an interactive whiteboard, which adds to the impact of lessons. A good range of enrichment activities, such as visits, visitors and themed weeks, provides memorable first hand learning experiences.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support. Pastoral support is good and all pupils are valued and nurtured well in a safe and secure environment. The transition from nursery education to the Reception classes is good because of good home-school links. The transition to the junior school runs smoothly because of good liaison between staff and the use of an effective 'buddy' system, where junior school pupils are paired with infant pupils. Outside agencies, and an outreach teacher from a local special school, ensure that those with learning difficulties and disabilities are well supported. Child protection and health and safety procedures meet requirements. Whilst pupils receive satisfactory guidance in their learning, the information collected on their progress is not yet being used consistently to keep them informed of how well they are doing and what they need to learn next.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, in partnership with the deputy, provides a strong lead, particularly on the pastoral care and well-being of pupils. Good leadership in the Foundation Stage ensures that children make good progress. Although the school's systems for monitoring its work are satisfactory, they

are not yet robust enough. For instance, lessons have been monitored regularly, but there has been insufficient focus on the impact of teaching on pupils' learning and progress. The school improvement plan identifies appropriate priorities for the school, but lacks clear, quantifiable criteria to judge how success will be evaluated, particularly in terms of pupils' achievement and standards. This lack of detail in the school's systems for planning and monitoring improvements hinders the committed governing body in their evaluation of the school's performance.

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Inspection judgements

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

Achievement and standards

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

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	2
How well learners enjoy their education	2
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	3

The quality of provision

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

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.

Leadership and management

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

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, confident, very polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Anton Infant School is a satisfactory school with some good features.

We liked these things the most:

- You behave well, work hard and enjoy your lessons and playtimes.
- The school is very caring; pupils who need extra help are well supported.
- The school provides you with many interesting things to do; imagine our surprise to see you playing the part of Ofsted inspectors in your Christmas play.
- You understand the importance of eating the right things and taking plenty of exercise.
- The school listens to you when you suggest how things could get even better. It's important to plant trees to improve the school grounds, so well done.
- You value being given responsibilities such as playground buddies.

To improve further, we have asked the school to:

- help you to do even better in your writing
- carefully plan what each of you needs to learn so that the work is challenging but just right for you
- look more closely at how it could further improve your learning, and check that any improvements are fully carried out.

Thank you again

Yours sincerely

Peter Thrussell

Lead inspector