

Anton Junior School

Inspection report

Unique Reference Number	115854
Local Authority	Hampshire
Inspection number	326277
Inspection date	8 July 2009
Reporting inspector	Susan Gadd HMI

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 (total)	250
Appropriate authority	The governing body
Chair	Mr Nigel Freemantle
Headteacher	Mr Tom Donohoe
Date of previous school inspection	7 June 2006
School address	Barlows Lane Andover SP10 2HA
Telephone number	01264 352845
Fax number	01264 338659

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector, who evaluated the overall effectiveness of the school and investigated the following: achievement and standards; the quality of teaching and learning; the effectiveness of systems for safeguarding and the after-school provision; and the impact of leadership and management on improving elements of provision and outcomes for students.

Evidence was gathered from: the school's self-evaluation form and other review documents; nationally published assessment data and the school's own assessment records; observation of the school at work in lessons and at break-times; discussions with students and staff; and parents' questionnaires. Other aspects of the school's work were not investigated in detail. In these other areas, inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

The school is a slightly larger than average school. The proportion of pupils eligible for free school meals is lower than that found nationally. Most pupils are of White British heritage and very few are at the early stages of learning English as an additional language. The proportion of pupils identified with learning difficulties and/or disabilities is lower than average. The governing body provides after-school care for pupils ranging from 4 to 11 years of age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Anton Junior School is a good school and several areas of its work are outstanding. Exceptional leadership and management have led to, and sustained, many improvements since the last inspection. Parents are overwhelmingly supportive and recognise the many strengths that the school has to offer. 'The school is full of colour and the sound of happy children. My child is happy and fulfilled being a pupil at Anton.' This comment from a parent captures the view expressed by the majority of parents and concurs with inspection findings.

Pupils' outstanding personal development and well-being are underpinned by the exceptional care, guidance and support that they receive. Pupils enjoy coming to school and attend well; they develop excellent attitudes towards each other and make a positive contribution to the school as a community. They leave school as confident, eager, courteous and considerate learners, well prepared for the next stage of their education.

Pupils enter the school with broadly average standards. In the 2008 end of Year 6 national tests, pupils reached above-average standards in mathematics and broadly average standards in English and science. Overall standards, including all three subjects, were above average. Progress overall was good, although it was stronger in mathematics than in English and science. This pattern of achievement is also evident in the most recent national tests. Current tracking, lesson observation and pupils' books indicate that a growing number of pupils are beginning to make outstanding progress in these subjects. Pupils with specific learning difficulties, those with behavioural, emotional and social needs, and those requiring speech and language support make exceptional progress owing to the skilled adult support they receive.

Pupils' spiritual, moral, social and cultural development is excellent. This aspect of their development is exceptionally well supported through the regular 'messy days', which the pupils all enjoy. Consequently, they talk with confidence about a number of issues, such as cultural differences, tolerance, respect and discrimination. The school's promotion of community cohesion is good overall; however, not all aspects of its well-thought-through strategic plan have been implemented or evaluated.

The school correctly describes teaching and learning as good, with outstanding features. Lessons engage pupils so that they find learning fun. Pupils have a positive attitude towards each other and work hard. Their behaviour in and out of lessons is outstanding. In the best lessons, teachers set high expectations of pupils' work while their questioning builds on pupils' existing knowledge and understanding. Lessons proceed at a brisk pace and pupils are able to explain what they are learning and feel challenged to do their best. However, this good practice is not always fully embedded across the school. Sometimes the pace of learning is a little slow and the work set does not provide enough challenge for pupils.

The outstanding curriculum ensures that pupils remember their learning experience with pleasure. They talk enthusiastically about the range and the breadth of experiences that are on offer both within the school and beyond. There are many enrichment opportunities, such as residential visits, day trips, visiting theatres and their involvement with other schools. Recently, the school council visited a neighbouring school on a 'learning walk', where they were able to consider the differences between the two schools. As a result of this experience, they introduced 'house teams' and a vegetable plot within their own school. Pupils are very clear that they make a positive and real contribution to the development of the school. This is very

evident in the outstanding playground facilities that are now available as a direct result of pupil voice.

Out-of-school care meets the needs of pupils effectively and is good. Parents are appreciative of the good pastoral care provided by staff and the flexibility of arrangements which meet family requirements well. The club operates smoothly on a day-to-day basis and is well managed. Pupils enjoy an interesting and varied range of activities that are chosen well to meet their individual needs.

Many parents expressed their appreciation of the work of the school and the inspirational way in which the school was led. 'The headteacher and staff are commended on their hard work, enthusiasm and commitment to the school and its children.' This comment represents those expressed by the vast majority of parents. Leadership and management are outstanding. The headteacher's positive attitude percolates through to all levels of management. As a result of exceptional staff development, many teachers in the last few years have moved to promoted posts in other schools. Consequently, a significant number of teachers are new to the school. Despite this, leaders and managers at all levels share a common commitment and vision to raise standards further. Those new to the leadership role have demonstrated that they have a strong understanding of the strengths and areas for development required within the school. Initiatives to improve reading and writing, although at an early stage of development, already show signs of accelerating pupils' progress. There are more opportunities for pupils to explore the world through scientific investigations, and in mathematics planning has been refined. Regular assessments have been introduced to track pupils' achievement and identify their next steps for learning. The level of challenge has been raised considerably this year and pupils are set challenging targets to achieve. The impact of this has been that, as children move through the school, there is evidence of a growing number of pupils making outstanding progress. These actions taken by leaders to improve provision, together with the exceptional curriculum and improved outcomes, bear witness to the school's outstanding capacity to improve.

What the school should do to improve further

- Further develop teaching to ensure that a greater proportion of pupils make exceptional progress, by challenging them in their learning and so raise standards and achievement.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 July 2009

Dear Pupils

Inspection of Anton Junior School, Andover, SP10 2HA

You may remember that two inspectors visited your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming - you made our visit very enjoyable.

Your school provides you with a good standard of education. These are the best things about your school.

- It is a very happy place where you enjoy your lessons and get on well with each other.
- You have exceptional knowledge about how to keep safe and healthy, and enjoy taking lots of exercise.
- You make good progress in your work and you reach above-average standards.
- The curriculum is fun and your teachers help you to enjoy your learning.
- There are lots of clubs you can join and many school trips that add to your learning experience. You particularly enjoy your 'messy days'.
- The school is exceptionally well led by your headteacher and his team. They want the very best for you and are determined that you should make as much progress as you can in lessons.

We have asked your school to improve one thing to make it even better:

- make sure that the teaching always helps you to achieve your best and reach even higher standards.

You can help by always coming to school and continuing to work hard.

Yours faithfully

Susan Gadd

Her Majesty's Inspector