

Anton Infant School

Inspection report

Unique Reference Number	115973
Local Authority	Hampshire
Inspection number	338695
Inspection dates	23–24 September 2009
Reporting inspector	Jane Neech

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

Type of school	Infant
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	David Millward
Headteacher	Matthew Lowden
Date of previous school inspection	2 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, pupils, staff and professionals from outside agencies. They observed the school's work, and looked at pupils' books, the school development plan, safeguarding policies, the governing body minutes, school monitoring of teaching and learning, school assessment data and 87 questionnaires returned by parents.

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

- Achievement of pupils, at the end of Year 2, to determine whether progress is as good as it could be.
- Achievement of pupils to determine whether teaching is sufficiently challenging and assessment is having an impact on raising standards.
- Evaluation of the impact of monitoring and self-evaluation on continuing to raise standards.
- Evaluation of the cultural and global community aspect of the school's work and how this impacts on achievement.

Information about the school

Anton Infant School is average in size and serves the surrounding area on the outskirts of Andover. Most pupils are of White British heritage and very few are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties and/or disabilities is in line with the national average and the proportion of pupils who have a statement of special educational needs is above the national figure. Pupils transfer to the junior school which shares the same site.

The school admits up to 60 children into the Early Years Foundation Stage. Children join one of the two reception classes from a range of pre-school settings. There has been a change in the leadership and in the governing body since the last inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

At the heart of this good school is the attention to detail that ensures every child has the opportunity to learn and develop with confidence. The school is quite rightly proud of its strengths, such as the improvements in reading. Parents appreciate its work, particularly the welcoming atmosphere and the care and support provided for the pupils and their families. This comment is typical of many: 'I am thrilled with every aspect of the school'.

The quality of pupils' learning and the progress they make overall is good and they are lively and keen to do well. Children make good progress in the Early Years Foundation Stage because their individual needs are well catered for. This rate of progress continues into Years 1 and 2, where pupils are challenged to take their learning further. As a result of exciting activities offered, such as role-playing a house burning down following a visit from the Fire Service, pupils are fully engaged and teamwork is a strength.

Standards across the school are improving steadily each year and are above average. The school believes that 'if you can't read you can't write' and has placed huge emphasis on developing pupils' reading skills. This is having a positive effect in maintaining high standards. The school's monitoring of progress shows that current Year 2 pupils are on track to maintain improvements next year. Teaching is good because teachers challenge pupils to make sure they are motivated and engaged. Just occasionally, there is too much time spent listening at the beginning of sessions. Provision for pupils who have learning difficulties and/or disabilities is well managed and the good planning of appropriate activities ensures they make the same rate of progress as their peers.

The scrutiny of pupils' books during the inspection shows that they have pride in their work and, when advice is given, respond well to support from teachers on how to improve. The marking of work, which is often done verbally, helps pupils to progress well. Group targets are set for older pupils but targets are not set consistently for all pupils. The school has developed effective provision for the care, guidance and support of pupils and families. Work with outside agencies has been a factor in maintaining satisfactory attendance and helping to support vulnerable pupils and their families. Pupils greatly appreciate the individual support they receive. The good curriculum is well planned and enables pupils to develop skills for the future. It is strengthened by an interesting range of visits and visitors to school, which gives the pupils a first-hand understanding of the local community and leads to high levels of enjoyment. As a result, pupils behave well and are keen to come to school. The school has recognised it offers less opportunity for pupils to experience the global community and wider cultural activities, and has put plans in place to address this during the coming year.

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The way that leaders and managers transfer their drive and ambition into active plans has been a contributory factor in the school's success. They are fully committed to working together with parents, carers and the local community to provide the best possible preparation for the children's next step in education. The school has an accurate view of what makes it a special learning place and is well respected in the community. Governors are well informed and supportive and challenge the school to continue to maintain high standards in all its work. The open relationship between the school and governors is beginning to have a positive impact on the development of all leaders. This is a school that has rightly placed priority on taking actions to further improve the education it offers but has recognised it is in the early stages of evaluating the impact of its plans and policies to ensure a consistency of approach. The impact of past actions, for instance to improve standards of reading, together with the shared commitment and desire to succeed reflect the school's strong capacity for further improvement.

What does the school need to do to improve further?

- Continue to maintain high standards by ensuring that:
- throughout the school teachers routinely set targets which will help pupils to understand what they have to do to improve their work
- leaders and managers at all levels regularly monitor policies and plans so that there is a consistent approach to evaluating and recording the impact of actions taken to raise standards further.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their learning and are friendly and well behaved because lessons harness their enthusiasm. The school has focused on progress in reading and this has led to good and sometimes impressive outcomes. An example of this was in a Year 1 lesson, observed during the inspection, following a visit by the Fire Service. Pupils acted out calling the fire brigade while several with clipboards recorded the events of the fire. Pupils worked well together, confidently reading aloud to each other what they had written about the fire. One pupil read out, 'Help! The fire is spreading!' Many parents reported how impressed they were with their children's progress in reading, with one parent saying it was 'fantastic!'.

These good outcomes are reflected in the high standards that have been attained by the pupils in their national assessments over the past few years. For most pupils, the focus on reading has led to improvements in standards of writing. Key Stage 1 test results in 2008 show pupils attained standards which were above the national average in reading, writing and mathematics. School data for test results in 2009 indicate the trend of improvement was maintained. The school mostly exceeded targets set in reading, maths and writing. However, a small number of pupils are not making the expected progress in writing and the school has plans in place to address this. In lessons observed, pupils made good progress, which is a reflection of the emphasis the school has put on 'doing

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your best'. Pupils who have learning difficulties and/or disabilities make good progress in their learning. They are well supported in their work through the care and attention paid to their needs by staff. Teachers and teaching assistants work in a seamless team to provide learning experiences, which enable pupils to grow in confidence. Targets set for pupils' progress are appropriate, with some examples of good practice, but a consistent approach is not yet rigorously applied across the school.

The school is a calm and orderly community where relationships are effective. Pupils willingly accept responsibility, such as taking the register to the office. Older pupils report that they enjoy being 'buddies' to the youngest children when they start school. Pupils understand the importance of a healthy lifestyle and this is reflected in the Healthy School Award. Older pupils talk maturely about the dangers of smoking, drugs and alcohol. Pupils say they feel safe in school and know that adults in school will help them if they have worries. Parents report that their children are aware of keeping themselves safe outside school. Pupils value friendships and say that 'my friend cheers me up'. The level of respect that pupils show for each other is reflected in the achievement of the Rights Responsibilities in Schools Award. The school has a school council which at the time of the inspection had yet to be elected.

Pupils' spiritual, moral, social and cultural development is good. They play creatively and show a high level of empathy towards one another. They know the difference between right and wrong and have a clear understanding of how their actions lead to consequences, for example being rewarded for good behaviour. The youngest pupils show excitement at investigating the world around them. For example, finding out about dropping an object through a plastic tunnel in the Reception class led to repeated attempts and sheer delight! Older pupils talk enthusiastically about using their imagination to develop stories and can link this to favourite authors. The school enjoys visitors from different religions and cultures and has plans in place to extend its work in this area. Pupils leave with good quality basic skills, which enable them to read confidently and enjoy books. Although some families take unauthorised leave to cover family holidays, the school maintains pupils' attendance at a satisfactory level because of rigorous monitoring procedures.

These are the grades for pupils' outcomes

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

How effective is the provision?

Understanding how young children learn, teachers plan exciting activities which lead to high levels of enjoyment. Relationships are friendly and purposeful, creating calm learning environments. As one teacher put it, 'You can hear the learning'. The use of the outside space enhances learning, such as in a Year 2 lesson which focused on investigating multiples of 5. Pupils, wearing numbered tabards, enthusiastically jumped into groups after working out if their number was a multiple of 5. Good questioning by the teacher supported those pupils who were unsure and everyone was keen to help!

The thoughtful questioning and good subject knowledge of teachers and teaching assistants engages pupils. A particular strength observed during inspection was the modelling of descriptive language by teaching assistants during story-making sessions using toy figures and houses. Pupils responded well and were freely engaged in the activity for an impressive length of time. Objectives for learning are clearly displayed and explained to pupils. Lessons are well structured and there is a mixture of challenge and support. Teachers use assessment of pupils' learning to set up activities but occasionally pupils are unsure of what they are learning as this is not always linked back to pupils' targets.

The well-organised curriculum focuses on themes, such as safety as part of a visit by the Fire Service. This provides pupils with real-life starting points for interesting and stimulating learning activities. The school makes every effort to capitalise on opportunities, such as the school's builders talking to pupils about the building of the new extension to their school. Building work provided an opportunity for pupils to record the digging of foundations using Information Technology, as well as discussions about

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health and safety. These activities are enjoyed by pupils and broaden their understanding of the world of work and how to keep themselves safe. The curriculum is further enhanced by opportunities for pupils to work with other schools and organisations through sport initiatives and this is reflected in the school's Activemark Award. While there are clubs at lunchtime there are fewer opportunities for after school clubs.

The well-targeted care and support for pupils enables them to develop in a secure environment. All adults show a good understanding of the needs of individuals and provide an inclusive environment where pupils confidently learn, including those who have learning difficulties and/or disabilities and those who speak English as an additional language. A good example of the school's approach to equality of opportunity for all is the school's provision of pencil cases and labelled books for every pupil. This, together with high expectations from staff leads to good written presentation and pupils were proud to show their work to the inspectors.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides a strong educational direction for the school and works closely with a range of other agencies and partners. Parents and carers are particularly appreciative of the improvements they have seen in the school over the last year. Teamwork is strong and there is a real energy in the staff's desire for professional development.

The quality of professional dialogue between the governing body and the school is a strength and has underpinned the recent drive for improvement. There are systems in place for self-evaluation leading to actions for improvement focused on raising achievement. Attention has been given to 'doing it', as with the reading, which has been particularly successful. The school has identified that less focus has been placed on evaluating plans and recognises this is the next step in order to ensure consistency of approach. Equality of opportunity is focused and pupils thrive in this inclusive environment. The views of parents and carers are taken into consideration and parents report feeling welcomed in an atmosphere of mutual respect. The safeguarding arrangements meet national requirements well. During the inspection the school was undergoing major building works. As the result of care and attention paid by the school to the safety of pupils, disruption was kept to a minimum. The school has effective links

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with local schools and a range of organisations and is well respected by the community. There are fewer opportunities for pupils to develop an understanding of community cohesion relating to the global community, and the school has plans in place to include this aspect of learning in its work.

These are the grades for leadership and management

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

Early Years Foundation Stage

The quality of education in the Early Years Foundation Stage is good. Children join the school with broadly average skills for their age. Some children displayed mature social skills at this early stage in the year. Inspectors were impressed at how children confidently engaged with adults. During their time in the Reception class, the progress made in all areas is good. Effective support for children who have learning difficulties and/or disabilities means that they make similar gains in their learning when compared with their peers. The children develop levels of independence through a range of activities and tasks with effective opportunities to make their own choices. The balance between teacher-led activities and independent activities encourages children to be active in their learning. Occasionally, however, too long is spent listening to the teacher. Good relationships with adults enable children to confidently try out learning new skills. Assessments of progress are thorough and based on observations which support future planning for individuals and groups. Parents appreciate information about how their children are settling in to school and new parents feel particularly welcomed by staff. Leaders have a good understanding of what improvements are required and have plans in place, such as the development of the outside area after the building work is finished.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the parental community and this relationship has been further strengthened over the past year. Responses to each of the questions asked were overwhelmingly positive and many added comments praising the school's work. In particular, parents commented on the leadership of the school, the progress made by children in reading, the 'open door' approach of the school and the friendly atmosphere and support for parents. A very few parents noted concerns about supervision and safety but the inspectors found that the supervision of pupils was carefully managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anton Infant 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	64	29	33	1	1	0	0
The school keeps my child safe	53	60	32	36	0	0	0	0
The school informs me about my child's progress	23	20	47	54	6	7	0	0
My child is making enough progress at this school	28	32	44	32	0	0	1	1
The teaching is good at this school	37	42	40	46	0	0	0	0
The school helps me to support my child's learning	35	40	40	46	3	3	0	0
The school helps my child to have a healthy lifestyle	50	57	33	37	0	0	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)	34	39	36	41	1	1	0	0
The school meets my child's particular needs	31	35	45	51	1	1	0	0
The school deals effectively with unacceptable behaviour	39	44	39	44	1	1	0	0
The school takes account of my suggestions and concerns	27	31	47	54	1	1	0	0
The school is led and managed effectively	47	54	35	40	0	0	0	0
Overall, I am happy with my child's experience at this school	55	63	30	34	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



25 September 2009

Dear Pupils

Inspection Anton Infant School, Andover, SP10 2HF

Thank you so much for welcoming the inspection team to your school when we visited recently. We really enjoyed spending time with you and finding out about Anton Infant School. We would like to say a special 'thank you' to those pupils who talked to us about your school.

This is a letter to tell you about what the inspection team found.

Anton Infant School provides you with a good education. Your work is of a high standard and your achievement throughout the school is good. This is because you are well taught and the care and support you are given is effective. You enjoy learning about a range of topics and find the work exciting. Visitors in school, such as the Fire Service, help you understand about the world of work and keeping yourself safe.

It is clear that you enjoy your learning and are keen to come to school. We enjoyed hearing about the playtime 'buddies' and how friends 'cheer you up'. We were impressed with how well you read and how this is helping you to become good writers. You feel safe in school because the school looks after you well and you have all behaved sensibly while the builders have been working on extending your school. You are knowledgeable about how to keep yourselves healthy and we were impressed with the way you could talk about what foods are good for you.

Your headteacher and the other adults involved in leading and managing your school do a great job. They make sure that you receive a good education. We have asked your teachers to talk to you about your targets so that you know what to do to further improve your work. We have also asked your school leaders and governors to make sure that the plans they have in place are checked to make sure everyone is working in the same way to further improve your school life.

We are sure the extension to your school will provide many exciting opportunities and continue to make your school a good place to learn. Keep doing your best and working with the adults in school to make sure Anton Infant School gets even better.

Yours faithfully

Jane Neech

Lead Inspector

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