

Anstey Junior School

Eastbrooke Road, Alton, GU34 2DR

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is very successful at helping other leaders to develop strong skills in supporting school development work. Staff and governors drive forward improvement well.
- Systems for checking teaching quality and pupils' achievement are thorough and accurate. Plans for improving the school are very well targeted at remaining weaknesses.
- Teaching is good. Pupils benefit from thoughtfully planned activities that help them to achieve well. High-quality marking helps pupils to improve their work.
- Pupils achieve well. Their progress continues to accelerate. The very large majority of pupils reach the expected Level 4 by the end of Year 6.
- Attainment in reading is above average. Pupils' broadly average attainment in writing and mathematics is well placed to rise further.
- Pupils' behaviour is outstanding. Relationships between pupils are excellent. They greatly enjoy school and work very hard. The strategies staff use to support those pupils who find consistently good behaviour difficult are exceptionally good.
- Procedures for keeping pupils safe and free from harm are excellent. Consequently, pupils thrive in school. Bullying is extremely rare.
- Pupils' spiritual, moral, social and cultural development and their commitment to British values, such as tolerance and respect, are excellent. Pupils are exceptionally well prepared for life in modern Britain's diverse society.
- Governors hold leaders to account well. Their monitoring of school improvement priorities is especially good. They are well informed about teaching quality and pupils' progress.

It is not yet an outstanding school because:

- Pupils' spelling is not as good as other aspects of their writing. The lower-attaining pupils' handwriting is sometimes difficult to read.
- Not all pupils are competent at applying their mathematical skills in different situations or in solving problems.
- Teaching is not yet outstanding. Occasionally pupils are expected to listen to further instructions when they already know what to do. Lower-attaining pupils are sometimes too dependent on adults supporting their work.

Information about this inspection

- The inspectors observed pupils' learning in eight lessons or parts of lessons. These were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to sports activities and group or individual activities to help pupils who have fallen behind catch up. They also heard some pupils read, scrutinised a sample of pupils' written work and visited some extra-curricular activities.
- Meetings were held with pupils, members of the governing body and staff including senior and middle leaders. A conversation was held with a representative of the local authority.
- Inspectors took account of the 59 responses to the online questionnaire, Parent View. They also spoke to a small number of parents and carers bringing their children to school.
- Responses from the 35 staff questionnaires were analysed.
- The inspectors observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. They looked at documents related to planning and monitoring and safeguarding.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Douglas Brawley

Additional Inspector

Full report

Information about this school

- Anstey is a smaller than average-sized junior school with two classes in each year group.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of pupils from minority ethnic backgrounds is below average. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is broadly average. This funding is to provide extra support for pupils known to be eligible for free school meals and to children who are looked after.
- Pupils have access to a breakfast and after-school club. This is privately run and was not inspected at this time.
- The school works closely with other local schools in development work, and in checking the accuracy of the assessments of pupils' attainment and progress.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching and pupils' achievement through ensuring that:
 - pupils spell accurately in all their written work and the lower-attaining pupils' handwriting is legible
 - pupils improve their ability to use their mathematical skills in different situations, including in solving problems
 - lower-attaining pupils develop skills to help them work with little adult support
 - pupils who do not need to listen to extra guidance in lessons can get on with their work more quickly.

Inspection judgements

The leadership and management are good

- The headteacher is especially good at enabling other leaders to develop strong skills in checking and supporting the school's work. Consequently, leaders at all levels contribute successfully to school improvement.
- There is a strong culture for improving teaching and pupils' behaviour. Leaders responsible for improving teaching quality successfully coach and support both teachers and learning support assistants. There is a determination among all staff to improve their practice continually and maintain their excellent management of pupils' behaviour.
- The checking of pupils' progress goes on all the time. There is a culture of constantly looking for ways to help pupils improve their achievement. Swift and successful action prevents any pupil from underachieving.
- Middle leaders, such as subject leaders, drive forward improvement well. The special educational needs coordinator and her team are especially successful at helping to improve the behaviour and achievement of disabled pupils and those who have special educational needs.
- The curriculum is very well planned to help pupils acquire important reading, writing and mathematics skills as well as giving pupils a breadth of experiences in other subjects. Interesting topics, for example 'Wacky Weather', greatly motivate pupils. The programmes for pupils' personal, social emotional and health education are excellent.
- Leaders are strongly committed to promoting equality of opportunity, fostering good relationships and discouraging discrimination. The success of their strategies to achieve this is evident in all aspects of the school's work.
- The promotion of pupils' spiritual, moral, social and cultural development has high priority and an excellent effect on pupils' development. For example, the 'Arabian Nights' topic gives pupils an exceptional awareness of what life was like in Baghdad in the past and also what it is like living in a war zone today. Their knowledge of and respect for other cultures and religions is excellent.
- British values, such as tolerance, respect, democracy and the rule of law, are exceptionally well fostered. For example, pupils' experience of democracy in the 'School Election', held at the same time as this year's general election, broadened their understanding considerably. This helps to prepare pupils very well for life in modern Britain.
- Additional funding to support disadvantaged pupils is allocated effectively in providing expert teaching and well-targeted resources, as well as in widening these pupils' experiences. Both leaders and governors monitor the impact of this spending well.
- The primary sports grant is successfully spent on providing pupils with a wide range of activities, such as learning karate or cricket, and improving the quality of teaching. Pupils' skills have improved well in gymnastics, for example, as a result.
- Safeguarding arrangements fully meet requirements. Staff and governors' work to ensure that pupils are kept safe and free from harm at all times is exemplary. The support provided for those pupils most at risk is excellent.
- Parents are highly appreciative of the school and well informed about its work and their children's progress. Staff send home very detailed termly information about what pupils will be learning. They also make sure that annual pupil reports are very comprehensive.
- Local authority officers support and challenge the school well. They have a very clear understanding of teaching quality and pupils' achievement. Although rightly deeming Anstey to be a school that needs little support, local authority officers' training and guidance have a positive impact on school improvement.
- **The governance of the school:**
 - Governors fulfil their statutory duties well, successfully holding leaders to account for the quality of education and pupils' progress. The questions they ask of staff, for example about the organisation of the new curriculum, are very perceptive and helpful.
 - From clear and detailed reports about the management of teachers' performance and their observations on visits, governors are very well informed about teaching quality. This ensures they are well placed to reward only teachers who effectively raise pupils' achievement. Comprehensive reports from the leaders responsible for raising teaching quality ensure governors are very well informed about what is being done to tackle underperformance.
 - Through their very strong commitment to training, governors are skilled at analysing data on pupils' progress. They successfully compare Anstey's performance with that of other schools locally and

nationally, continually challenging Anstey's leaders to better this.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their excellent behaviour in lessons and attitudes to learning have a very positive effect on their academic progress.
- Pupils have a great thirst for learning; they want to please their teachers and take great pride in their work. Pupils check their own or their partner's work throughout lessons to ensure that it is as good as they can make it.
- Behaviour around the school and at playtimes is exemplary. Pupils need very little supervision to ensure they behave safely on the field at lunchtimes or when playing sports. They have an excellent awareness of their responsibility towards others at these times.
- Lessons are almost never affected by even low-level disruption.
- Pupils have an excellent awareness of the importance of the rule of law. They assiduously follow school rules, recognising that these are designed to support everyone.
- Pupils develop an especially good awareness of both their rights and responsibilities. They willingly accept responsibility, for example as school councillors or road safety champions. Pupils' excellent personal skills prepare them exceptionally well for the future.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel safe in an environment that is very secure and well maintained. The school's exceptionally caring ethos means that pupils are very comfortable about consulting any adult if they have concerns.
- Pupils themselves learn well from the strengths, such as giving respect and building relationships, shown by staff. They always act thoughtfully towards others. Playtimes are very happy and safe occasions.
- Pupils are well aware of the different forms that bullying can take, but report that this very rarely happens. They have a strong aversion to extreme behaviour, fostered especially well through their commitment to democracy and the rule of law.
- Pupils are very well prepared for some of the hazards they might experience. Pupil road-safety champions help ensure that all pupils know how to use the busy roads near to the school safely. Staff are rigorous in ensuring pupils develop a very good knowledge about risks they might meet when using the internet.

The quality of teaching is good

- Pupils benefit from the consistent approach that ensures they build on their skills and knowledge effectively as they move from year to year.
- Lesson activities are planned effectively to take account of the different needs and abilities of pupils. Mathematics lessons, where attainment has previously been lower than in English, are skilfully organised to ensure that the lower-attaining pupils are supported well.
- Well-planned and taught activities help those pupils who need to make up the gaps in their learning. For example, during the inspection a learning support assistant effectively helped pupils to increase their phonics understanding (the sounds letter patterns make in words).
- Teachers have high expectations that pupils will achieve well. Challenging tasks are set for all groups. Occasionally these lead to lower-attaining pupils needing a lot of adult support because pupils have not been given the resources or skills to find things out for themselves first. For example, pupils were asking an adult for help with choosing the appropriate vocabulary rather than using a dictionary or thesaurus themselves.
- The way adults manage pupils' behaviour management is exemplary. The school's excellent promotion of good behaviour means staff very rarely need to apply sanctions during lessons.
- Teachers explain new learning well, effectively questioning pupils to extend their understanding. On a few occasions however, those pupils who understand quickly are kept listening to advice they do not need rather than being sent off to get on with their work. This limits the time available for applying their skills or knowledge.
- Pupils find it useful to discuss their learning with a partner or in a group, for example about how to tackle a mathematical problem. When they share their thinking in this way, it supports their learning

exceptionally well.

- Pupils receive very good advice during lessons, including from their classmates, on how they can improve their work. Marking of written work is consistently very good. Both teachers and pupils themselves set well-thought-out new targets as a result of this.
- Homework, including the use of an internet programme to enhance achievement in reading, is used effectively to support learning.

The achievement of pupils

is good

- Inspection evidence clearly shows that pupils make good progress and achieve well. The proportion of pupils reaching the expected levels in reading, writing and mathematics by the end of Year 6 is better than in most schools. Pupils are well prepared for their secondary school education.
- Those Year 3 pupils whose phonics skills are not secure at the beginning of the year make rapid progress in achieving them. Effective strategies, such as using the school library regularly, help pupils to read widely and often and develop good comprehension skills. By Year 6, more than half the pupils exceed the levels expected for their age in reading. Attainment is above average.
- Pupils' good knowledge of grammar and punctuation supports the quality of their writing well. For example, punctuation is used effectively to create suspense or emphasis. However, their spelling is not as good. Improving this is a key focus for the school. Most pupils' handwriting is neat, with letters accurately formed, but some lower-attaining pupils' writing is hard to read.
- Pupils use effective vocabulary and varying sentence structures in their writing to interest the reader. By Year 6, they are efficient at writing in different formats, such as in the style of a diary, autobiography or instructions. Attainment in writing is broadly average and is rising well.
- Good improvement over the past year has ensured that the proportion of pupils exceeding the levels of attainment expected for their age in writing and mathematics is increasing.
- Mathematically, pupils develop good calculation skills and use these effectively when working with measures and data. Raised expectations in the new curriculum have resulted in pupils working at a higher level than previously. Their adoption of the new curriculum has raised teachers' expectations. By Year 6, attainment, which was below average at the time of the previous inspection, is now broadly average.
- While pupils' understanding of mathematical ideas is secure, a minority are less confident in applying these in new situations or in solving problems. Leaders are well aware that improving this aspect of mathematics is a key to continuing improvement.
- Disabled pupils and those who have special educational needs achieve well because of the good support they receive. By Year 6, most work confidently unaided and consequently reach the levels expected for their age. In some lessons, teachers miss opportunities to develop these pupils' capacity to work with little adult support, which limits their achievement.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language achieve well. Most reach at least the levels expected for their age and a good proportion exceed them. This is because staff, and pupils themselves, are good at helping these pupils to understand English.
- Astute use of the pupil premium for disadvantaged pupils helps them to achieve well. In last years' national assessments, disadvantaged pupils in Year 6 were about a year behind other pupils nationally in writing and mathematics and a term behind in reading. When compared with their classmates, they were over a year behind in writing and mathematics and two terms behind in reading. This year the gap is closing well on other pupils nationally. Nearly all disadvantaged pupils reach at least the levels expected in Year 6. Because the achievement of their classmates is also rising well, a small gap in attainment still remains.
- The most able pupils achieve well, consistently exceeding the expected levels of attainment for their age. Some pupils' attainment is well above this. For example, the graphs Year 6 pupils produce to work out foreign currency exchange are excellent.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115851
Local authority	Hampshire
Inspection number	456197

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Geraldine Dawson
Headteacher	Jenny Jones
Date of previous school inspection	13–14 March 2012
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