Inspection of a school judged good for overall effectiveness before September 2024: Anstey Junior School

Eastbrooke Road, Alton, Hampshire GU34 2DR

Inspection dates: 18 and 19 March 2025

Outcome

Anstey Junior School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school has high ambition for each and every pupil at the school. It is determined to ensure that pupils have the best possible academic chances and leave school well prepared for their next stages.

Pupils are proud of the school's respectful and kind culture. They are happy at school. Pupils, rightly, consider the school's values of belonging, learning, resilience and well-being to be important in shaping what the school is like.

Throughout the school, pupils behave well. In lessons, pupils are keen to learn. They know that staff want the very best for them, and this gives them the trust and confidence that they need to try hard. Pupils treat each other well. They are tolerant and understanding of the few who find this more difficult because they know that the school will do what it can to help them improve.

Pupils value the way that they are taught to keep themselves safe. They appreciate the care provided by staff and are certain that the school would help if they needed it. Pupils of all ages can define bullying accurately. They say that it is very unusual and know that staff would quickly resolve it if it occurred.

What does the school do well and what does it need to do better?

The curriculum is well organised. In most areas, the school has precisely identified the knowledge that pupils need to learn. The curriculum is particularly effective in English and mathematics, where pupils develop secure knowledge and skills within each subject. The school recognises that last year some pupils did not achieve as well as intended in the mathematics national assessments. Leaders have responded robustly and introduced a

wide range of impactful changes to help strengthen the way that pupils learn aspects of mathematical knowledge as they move through key stage 2.

The school is rigorous in checking what pupils know. Support is provided when any gaps in knowledge and skills are identified. However, in a small number of subjects, the planned curriculum is not taught as well as it is in other areas. When this is the case, pupils are less clear about their learning. Training and support are currently being provided to staff to ensure the curriculum is taught equally well across every subject.

The school is determined that pupils with special educational needs and/or disabilities (SEND) have the same opportunities as their peers. It is adept in identifying anything that may be a barrier to learning, or where pupils need extra help. As a result, pupils with SEND are exceptionally well supported to overcome challenges they may face.

The school supports pupils who are not yet fluent readers with targeted phonics sessions. Staff use expert knowledge to make sure that pupils practise their reading and phonics techniques, while building their reading confidence. Wider reading is a strong focus within the school, including through author visits and regular reading events.

Pupils' writing skills are developed systematically. The school makes sure that writing activities link to pupils' wider learning. This means that pupils develop writing across a wide range of contexts. Pupils practise using subject-specific terminology and writing styles across the curriculum.

Staff routinely talk with pupils about the importance of positive behaviour. They deliberately model how to behave, and reward pupils' successes. As a result, pupils have a strong shared understanding of how to behave well. Lessons are calm, and should any pupil find behaving well more difficult they are supported to improve.

The school focuses on developing pupils' understanding and appreciation of the world around them. It considers and provides opportunities to nurture pupils' talents and aspirations. Many clubs and activities have been moved to earlier in the day to allow more pupils to join in. The wider personal development offer helps pupils develop an age-appropriate understanding of responsibility and respect.

Leaders are highly analytical about all aspects of the school's practice. This means that processes are efficient, and improve the school without overburdening staff. Governors have a sound understanding of the school and its context. Staff are supportive of the ethos of the school and are proud to work there.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the planned curriculum is not securely implemented. This means that teachers are not always clear about precisely how pupils' knowledge should build over time, which leads to pupils not learning as well as they could. The school should provide the required training and support for staff so that they can fully implement the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2015.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115851
Local authority	Hampshire
Inspection number	10341351
Type of school	Junior
School category	Community school
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair of governing body	Sarah Russell
Headteacher	Emma Humphrey
Website	www.anstey-jun.hants.sch.uk
Date of previous inspection	2 May 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher and other members of the leadership team joined the school after the last inspection.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector held meetings with the headteacher, curriculum leaders and other staff.

- The inspector met with governors, including the chair of governors, and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspector considered the responses to Ofsted Parent View. They also took into consideration the responses to the staff and pupil surveys as well as speaking to staff and pupils throughout the inspection.

Inspection team

Ed Mather, lead inspector	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025