

Kings Furlong Junior School

Upper Chestnut Drive, Basingstoke, Hampshire RG21 8YJ

Inspection dates	2–3 December 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school has improved significantly since the previous inspection. It now provides a good education for all pupils.
- Leaders and governors acted on the recommendations from the previous report. They have raised standards by improving the quality of teaching.
- Teaching is consistently good with an increasing proportion that is outstanding. Teachers know their pupils well and provide work for them that is at the right level.
- Pupils make good and sometimes outstanding progress in reading, writing and mathematics. They reach standards that are above average by the end of Year 6.
- Work in pupils' books is of high quality. They take care with the presentation of their work. Pupils are proud of their achievements.
- The curriculum is rich and stimulating. It is underpinned by core values including resilience, respect and reflection. As such it promotes pupils' spiritual, moral, social and cultural development very effectively.
- Pupils are lively, happy and they enjoy school. They behave well in class and in the playground. They feel safe in school because adults provide good care and support for them.
- Pupils from all backgrounds get on well together. They say there is no discrimination and that all pupils are treated equally and fairly.
- Staff have responded to the high expectations set by leaders. Teachers reflect on their practice and strive to become even better. Teamwork is strong and staff morale is high.
- Governors have a well-coordinated plan of visits to school. Consequently they know the school well and they make an effective contribution to the leadership and management of the school.

It is not yet an outstanding school because

- Some teachers do not provide effective guidance to pupils about how their work may be improved.
- Not all teachers ensure that most-able pupils are provided with harder work that challenges them and accelerates their progress.
- Some middle leaders are new to their roles and have not yet fully developed the skills they need to monitor the work of other staff.

Full report

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by ensuring that:
 - teachers provide effective guidance to pupils when marking their work
 - teachers provide work that challenges most-able pupils.
- Provide training for new leaders so that they can help other staff to improve their work.

Inspection judgements

Effectiveness of leadership and management is good

- Leadership at all levels is ambitious and sets high expectations for staff and for pupils. Staff are positive about recent changes and work closely as a team. One member of staff reflected the views of others through her comment, 'I feel very privileged to be working with a headteacher who cares passionately about every individual child and adult.'
- Leaders are thorough in their analysis of the school's performance so that they have a clear view of what needs to be improved further. Their plans for improvement are rooted firmly in the aim to ensure that every pupil succeeds to the best of their ability. Central to the school's vision is to raise pupils' aspirations and to provide them with the skills that will prepare them well for their future.
- The school has re-organised the leadership structure so that all leaders play an active role in achieving the school's objectives. Leaders are knowledgeable and enthusiastic and most have the skills to meet their responsibilities very effectively. However, some leaders who are new to their roles have not yet developed the skill to pinpoint weaknesses in practice. Consequently, some problems, including those relating to the inconsistencies in feedback to pupils, go unchecked.
- The work of teachers is routinely monitored. Leaders visit classrooms formally and they provide clear guidance to teachers about how their work can be improved. They review teachers' plans and look at work in pupils' books. They also visit classrooms informally and talk to pupils about what they are learning. Consequently leaders have a good understanding of where the best practice can be found and where further support might be needed.
- Professional development is given high priority by school leaders. All teachers have 'learning diaries' in which they reflect on their strengths and identify where further training is needed. They know that their progression on the salary scale is dependent on the quality of work in their classrooms.
- Leaders have successfully raised achievement for disadvantaged pupils. They have used the additional funding to provide targeted support for these pupils in class and to help with the cost of school visits. This helps those pupils to develop confidence and to have the same opportunities as other pupils.
- The local authority has provided good support to the school following the previous inspection. Staff have welcomed this support and improved their skills so that the school is now well placed to improve without the need for additional help.
- The curriculum is underpinned by the school's core values. It offers pupils the opportunity to create, to build and to learn together. It fosters teamwork and it develops pupils' curiosity and imagination. The school adopts a 'project' approach in which subjects are taught together under an overall theme and this helps pupils to deepen their learning. British values are promoted effectively through a variety of activities. For example, a large group of pupils from across the school visited the Houses of Parliament in London. This helped them to learn and understand about democracy, respect and the rule of law.
- Topics such as 'Life in the freezer' inspire pupils and help them to understand about life in other parts of the world. Pupils learn about different faiths and beliefs and this promotes their spiritual, moral, social and cultural development very effectively. Through this work they develop respect and understanding of others. This is reflected in the way in which they treat each other in school and by getting on so well together.
- The school is very proud of its sporting achievements. Leaders have used the additional sports funding effectively to provide specialist coaching to work with teachers to develop their expertise. Pupils enjoy a wide range of physical activities, including an after-school 'boot camp', that keep them fit and healthy. A large majority of pupils take part in an after-school club as well as enjoying their physical education lessons in school.
- Parents are overwhelmingly supportive of school leaders. One parent wrote, 'We are extremely pleased with the progress the school has made over the last couple of years.' Another wrote, 'The school is led and managed very well. It feels like there is a great team spirit and that staff are all working towards the same goals.'

■ The governance of the school

- Following the review of governance, governors have re-organised the way in which they work. They are ambitious for the school and are determined to improve further. Governors challenge school leaders and hold them to account for the standards pupils reach. They have established a programme of visits that links closely with the priorities within the school improvement plan. This allows them to check for themselves that the information provided by school leaders is accurate. They know that teaching is good and that this has led to improvements in pupils' outcomes.
- Governors are well organised and minutes from their meetings show a high level of questioning and interrogation of information to help them to make decisions. They ensure that finances, including the pupil premium, are spent wisely. They keep a close eye on where money is spent to ensure that the school provides good value for money.
- The arrangements for safeguarding are effective. Leaders ensure that appropriate checks, risk assessments and security arrangements are in place and updated regularly. Governors are vigilant in overseeing this aspect of the school. Pupils told inspectors that they feel safe in school and the large majority of parents who responded to the surveys confirmed this. School leaders work effectively with outside agencies to ensure that pupils are safe.

Quality of teaching, learning and assessment is good

- Teaching has improved and is consistently good with some that is outstanding. Teachers use assessment information to plan work that is at the right level for pupils. They are particularly skilled in checking on pupils' learning during lessons and making necessary adjustments. Consequently pupils, including disabled pupils and those who have special educational needs, make good and sometimes outstanding progress.
- Teachers have good subject knowledge, particularly in mathematics. They plan lessons effectively and they share the purpose of the lesson with pupils so that pupils are clear about what they are expected to learn. Teaching is usually lively and engaging and has a brisk pace that maintains pupils' interest and enthusiasm.
- Teachers' questioning is effective in challenging pupils and making them think for themselves. For example, in a Year 5 mathematics lesson, the teacher provided pupils with written guidance telling them how to create a line graph recording temperatures from different places around the world. Pupils were then provided with complex questions requiring them to compare two graphs and to interpret the information shown.
- Teachers have high expectations both of pupils' behaviour and of their learning. They set high standards and insist that pupils work hard and present their work neatly. Work in pupils' books shows that they work hard.
- The quality of feedback provided to pupils in some lessons, particularly in mathematics, is informative and contributes very well to pupils' good progress. However, this is not consistent across all classes and this slows pupils' progress. In most classes pupils follow guidance provided by teachers and this helps them to progress well. However, in other classes, pupils do not fully understand what the teacher is asking them to do and consequently their learning slows.
- All teachers understand that disadvantaged pupils occasionally need extra help. This is sometimes provided by learning support assistants and sometimes the teacher will support these pupils in class. Consequently disadvantaged pupils make similar progress to other pupils and they achieve well.
- Learning support assistants contribute well to pupils' learning by prompting and encouraging pupils so they develop the confidence and independence to try things out for themselves.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils enjoy school and they take pride in their school and their work. They are polite and friendly and talk confidently to visitors about their school.

- Pupils know about different forms of bullying, including that relating to modern technology. They say it is rare in school but are confident that adults will sort out any problems that may arise. They know how to stay safe online and that they should never give out personal information when using the internet.
- Staff provide high-quality care for those pupils who find aspects of school difficult to manage from time to time. Consequently all pupils feel safe in school because they know that they are well cared for by staff. The school works well with other agencies to provide care for those pupils whose circumstances may make them more vulnerable.
- Staff place high priority on ensuring that pupils are safe. In school, pupils are taught how to stay safe from physical danger such as that relating to roads and water. Pupils know that substances including tobacco and some non-medicinal drugs can be dangerous.
- Pupils have good attitudes to learning. They work hard, they persevere and they show resilience in overcoming difficulties.

Behaviour

- The behaviour of pupils is good. Pupils behave well in class, in the playground and when moving around the school. They get on very well together regardless of background. Pupils say that they are treated equally and fairly and that discrimination on any grounds is not tolerated.
- Pupils understand and respond to the school's systems for managing their behaviour. They understand the rewards and sanctions. Parents expressed very few concerns about pupils' behaviour and records relating to poor behaviour show a marked reduction in reported incidents.
- Pupils enjoy school and this is reflected in their attendance, which has improved and is now above average.
- Just occasionally, when teaching lacks pace or focus, pupils lose attention and they start to chat among themselves. However, teachers remind them of the benefits of good attitudes and most pupils thoroughly enjoy learning when teaching is good or better.

Outcomes for pupils

are good

- Pupils have very positive attitudes to school and they work hard. They make good progress to achieve standards that are above average in reading, writing and mathematics by the end of Year 6. Consequently, they are well prepared for the next stage of their education. Girls do just as well as boys although there are some minor variations from year to year.
- The additional funding to support disadvantaged pupils has been used effectively to support them in and out of the classroom. Consequently their achievement compares favourably with that of other pupils nationally. Although fewer reach the higher levels than found nationally, this is because some of these pupils have additional learning needs.
- Pupils who speak English as an additional language make good progress because staff maximise opportunities to immerse them in English and so they catch up quickly with their classmates. They reach levels of attainment that are at least in line with other pupils by the end of Year 6.
- Although most-able pupils make good progress, it is not always as rapid as it could be. This is because teachers do not always challenge them by providing work that is hard enough.
- Disabled pupils and those who have special educational needs make good progress from their relative starting points. They are provided with special programmes of work that help them to overcome their difficulties. Their progress is closely checked by a skilled special needs leader who will adjust their programme depending on the progress they make.
- Pupils enjoy reading and have plenty of opportunities to read in school both in English lessons and when learning other subjects. However, a few older pupils struggle to read unfamiliar words and so their progress in reading is not as good as it is in other subjects. Staff are addressing this by providing structured lessons to help pupils to improve their spelling and skills in phonics (understanding letters and the sounds they make). This is helping pupils in the lower part of the school to make good progress.
- Pupils make good progress in writing. They have developed a richness of language to express their thoughts and ideas exceptionally well. For example, when asked to write a perfect recipe to reflect the different nationalities within the school, one pupil wrote, 'Remember to add the people equally. Don't treat one ingredient better than the other or it will leave a bitter taste.' This illustrates how well the school promotes pupils' spiritual, moral, social and cultural development.

School details

Unique reference number	116231
Local authority	Hampshire
Inspection number	10002383

This inspection 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 of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Vera Cottrell
Headteacher/Principal/Teacher in charge	Charles Applegate
Telephone number	01256 325324
Website	www.kingsfurlong.net
Email address	adminoffice@kingsfurlong-jun.hants.sch.uk
Date of previous inspection	4 December 2013

Information about this school

- The school is about the same size as the average-sized junior school and pupils are taught in single-age classes.
- The proportion of pupils known to be eligible for pupil premium funding is broadly average. This is additional funding provided by the government to support those pupils who are entitled to free school meals or who are looked after by the local authority.
- The proportion of pupils who are from minority ethnic groups is broadly average. However, the proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' learning and progress.

Information about this inspection

- Inspectors observed pupils working in 15 lessons or parts of lessons, six of which were observed jointly with school leaders. They made short visits to reading activities and they listened to pupils in Year 3 and Year 6 read. They observed pupils in class, in the playground and as they moved around the school. They attended one assembly and they looked at work in pupils' books.
- Meetings were held with school leaders, teachers and learning support assistants. Inspectors also held a meeting with four governors, including the Chair of the Governing Body and a local authority adviser. During the inspection, pupils gave inspectors their views about the school.
- Among the documents scrutinised were school improvement plans, minutes from governors' meetings and information regarding pupils' learning and progress. Inspectors also scrutinised information relating to pupils' behaviour and safety.
- The views of parents were considered by evaluating the 19 responses to the online survey, Parent View, and 27 responses to a questionnaire issued by the school. Inspectors also spoke informally to parents during the inspection. The views of staff were taken into account by analysing 24 responses to the staff questionnaire.

Inspection team

Joy Considine, lead inspector	Ofsted Inspector
Deirdre Crutchley	Ofsted Inspector
Cassandra Buchanan	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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