

# Kings Furlong Junior School

## Inspection report

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<b>Unique Reference Number</b>	116231
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357916
<b>Inspection dates</b>	24–25 November 2010
<b>Reporting inspector</b>	Emma Aylesbury

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	254
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ariache Bezant
<b>Headteacher</b>	Janice How
<b>Date of previous school inspection</b>	10 September 2007
<b>School address</b>	Upper Chestnut Drive Basingstoke RG21 8YJ
<b>Telephone number</b>	01256 325324
<b>Fax number</b>	01256 320806
<b>Email address</b>	adminoffice@kingsfurlong-jun.hants.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons taught by nine teachers. They had meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans, school policies and analysed 135 parental questionnaires as well as staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What has been the impact of the school's actions to improve the quality of learning to raise attainment of pupils with special educational needs and/or disabilities?
- How well is the school using assessment data in teaching and learning to ensure that all pupils make equal progress? ♦
- Have the actions since the last inspection to overcome the school's weaknesses had enough impact to confirm that the school now has the capacity for sustained improvement?
- What is the impact of leaders and managers, at all levels, on accelerating improvements?

## Information about the school

Kings Furlong Junior School is an average sized school. A very small minority of pupils are known to be eligible for free school meals. The large majority of pupils are of White British heritage with only a small minority being from minority ethnic backgrounds. The proportion of pupils who are at the early stages of learning English is above average. The proportion of pupils who have special educational needs and/or disabilities is above average.

**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

Kings Furlong Junior School is a good school. It has improved significantly since the last inspection. The purposeful leadership skills of the headteacher, combined with the strong support of the effective senior leadership team and the governing body, have resulted in pupils making good progress. While still broadly average, attainment has risen in the last two years with more pupils achieving the age-expected levels in English and mathematics by the end of Year 6.

The school has a welcoming, warm and caring atmosphere which parents appreciate. Pupils are happy, enjoy lessons, behave well and are respectful of each other. The school instils a sense of respect and purpose through the 'rights, respect and responsibility' ethos the school has developed. This can be seen, for instance, in their work as peer mentors and interpreters. The pupils have a good understanding of healthy eating and the school has worked well with parents so that families understand, for instance, what constitutes a healthy lunch box. Partnerships with parents and other agencies are good which in turn supports the good care, guidance and support the school offers to its pupils. As a parent commented, 'A brilliant school which cares about its pupils.' It continues to extend links with the local community, particularly with the neighbouring infant school.

Teaching is good, which provides consistency in learning throughout each year group. Teachers and teaching assistants know the pupils well. Lessons are lively and interesting and teachers tailor the activities to the pupils' needs and abilities so that they are challenged well. There is good support for pupils with special educational needs and/or disabilities which helps them to make equally good progress. Attendance is average but is much improved this term although punctuality for just a few pupils remains a problem. Community cohesion is a key area for development. Although work has begun in this area, there is still not enough focus on national and international links.

Since the last inspection, the successful focus on improving teaching and the drive to improve the core skills in reading, writing and mathematics have been central to the school's improvement planning. Specialist external support has been used to good effect. Leaders have implemented strong monitoring procedures to ensure staff are held to account for the progress of their groups. The next steps to make the school even more successful are fully provided for in the effective self-evaluation. Crucially, the school improvement plan correctly identifies the need to make the curriculum as vibrant and lively as possible so that pupils are fully prepared for their future education and have the wider lifelong learning skills they will need. For example, while pupils have the basic knowledge of grammar, calculation and descriptive writing they are not always confident about using these skills independently in unfamiliar situations. Nevertheless, the effective management and monitoring systems established by the leaders have proved that

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outcomes for learners can be improved and sustained; all of which demonstrate that the school has a good capacity for improvement.

## What does the school need to do to improve further?

- By the end of this academic year improve pupils' confidence, their independence in learning and their ability to use English and mathematical skills across a range of other subjects through ensuring the curriculum:
  - provides good and relevant cross-curricular links between subjects
  - makes full use of enrichment opportunities on offer to pupils ♦
  - adds vibrant learning opportunities that excite and challenge pupils.
- Improve pupils' attendance to national average levels and decrease the incidence of lateness by July 2011 through: ♦
  - working more closely with families to ensure they appreciate the impact of poor punctuality to school
  - setting up monitoring systems that are made clear to pupils and their families.
- Increase the effectiveness of community cohesion through:
  - developing pupils' understanding of different international communities ♦
  - broadening pupils' personal and academic skills by giving them opportunities to make contact within other national locations.

## Outcomes for individuals and groups of pupils

2

Pupils behave well, respect each other and are considerate young people. They make good progress in lessons and especially so in English. They are interested in their learning and have a desire to find out more. For example, in a Year 5 numeracy lesson, pupils were fully engaged in a topic related to perimeter and area and in a Year 4 science lesson, they thoroughly enjoyed investigating 'Why do worms like the dark?'

Attainment by the end of Year 6 is broadly average. For example, attainment in English was, for the second time in the last three years, above average in this year's national tests. Attainment, while improving, remains broadly average in mathematics because pupils lack the confidence to use the skills they have gained when asked to apply these within other subjects.

All groups of pupils make equally good progress including those with special educational needs and/or disabilities. They can work independently and cope well with the challenging work set for them. Pupils new to learning English quickly pick up the basics of the language enabling them to communicate effectively with their friends. Specially assigned pupils, many of whom are fluent in the home language of these new pupils, provide an excellent supporting role.

The pupils say they feel safe in school, and pupils get on well together. Their behaviour is good as demonstrated in the singing assembly and when playing together outside. Pupils are keen to take part in school activities and take their responsibilities seriously. For

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example, the school council recently undertook a survey of learning in the classroom and reported back their findings to the senior leaders. This all demonstrates their good moral and social development. When given the opportunity, pupils take fund raising seriously and have been working successfully with a range of local and national charities. However, this is usually directed by the teachers as pupils do not always take the initiative themselves. This limits their wider personal skills as preparation for the future. Spiritual and cultural development is satisfactory rather than good because pupils' understanding of cultures, traditions and beliefs is somewhat underdeveloped.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Classrooms are vibrant learning environments which enable good learning to take place. They help to develop pupils' interests in their work and an understanding of what they need to do in the tasks they are given. This, combined with the variety of different methods that teachers use, results in teaching which is good and some individual lessons that are outstanding. There are strong relationships between pupils and adults. An example of this was seen in small group work with teaching assistants helping pupils with diary writing. Subject knowledge of the staff is particularly strong in English so lessons here are well sequenced and improve pupils' skills well.

Most lessons have well-developed planning as a main feature which is well linked to assessment and used to target previous underperformance. High expectations are

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reflected in the good behaviour of the pupils and in the high quality of presentation in books. In the relatively few satisfactory lessons, marking and targets are not as clear even though marking in general is much improved from the last inspection. Some inconsistencies still remain such as fully involving pupils to help them understand the next steps they need to take to improve. The progress of pupils who speak English as an additional language is good. They are well supported by the pupil interpreters.

The curriculum meets the needs of learners particularly in the discrete lessons for English and mathematics. It is the links made between these two core subjects and others that restrict pupils' chances to take charge of what they are learning and to use the new skills they are gaining. In addition, there are only limited opportunities for pupils to take part in clubs and activities to develop exciting and enriching experiences in a variety of subject areas. For example, one pupil commented: 'I would like an art club.'

The good care, guidance and support are seen in the many partnerships the school has developed with external agencies such as the local community police and partnership agencies. Parents and carers state that their children feel supported at school. One parent commented, 'I feel my daughter is well supported and given the opportunity to do well.'

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has high expectations of all staff and pupils and is driving forward the significant improvements to ensure pupils gain a good education. Similarly high ambition can be seen in the effective senior leadership team who have helped to tackle weaker teaching and develop secure systems and procedures to monitor pupils' progress. These high expectations of all are evident in the pupils' challenging targets. The tracking of pupils' progress is continuously improving and is having the required impact in raising outcomes.

Leaders are monitoring and evaluating teaching and learning to a high standard. This is providing a secure learning environment for pupils to make good progress. This is enhanced by progress meetings discussing each individual child and the achievement of different groups. However, despite some early signs of impact, more time will be needed to allow the initiatives across all subject areas to embed fully. The school has ensured there are systems in place to allow all pupils equal access to the lessons the school offers. There is no evidence of any discrimination; something that pupils agree with. As the expertise of the relatively inexperienced governing body improves so the school is being held to account and, while there is an adequate level of challenge, governors rely quite heavily on the reporting from the headteacher and local authority. The governing body

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fulfils its statutory duties and encourages good home?school partnerships. Safeguarding requirements are good and there are clear systems to keep pupils safe. The school has strengthened its links with the local community and has links with a contrasting school. However, the school is yet to develop further links both nationally and internationally. Consequently, community cohesion is satisfactory rather than good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The parents and carers who returned questionnaires are fully supportive of the school and its work. Almost all were positive about the leadership of the school and felt pupils enjoy their lessons and the school keeps them safe. They praised the welcoming atmosphere that the school now embraces and the high quality of support provided by staff at the school. The inspection team agrees with these positive comments.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings Furlong Junior 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 13 statements about the school.

The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	59	51	38	4	3	0	0
The school keeps my child safe	77	57	57	42	0	0	0	0
My school informs me about my child's progress	61	45	69	51	3	2	0	0
My child is making enough progress at this school	61	49	66	45	7	5	0	0
The teaching is good at this school	64	47	68	50	0	0	0	0
The school helps me to support my child's learning	71	53	61	45	2	1	0	0
The school helps my child to have a healthy lifestyle	58	43	74	55	3	2	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)	61	45	68	50	1	1	0	0
The school meets my child's particular needs	55	41	71	53	3	2	1	1
The school deals effectively with unacceptable behaviour	44	33	82	61	6	4	0	0
The school takes account of my suggestions and concerns	48	36	75	56	6	4	0	0
The school is led and managed effectively	65	48	68	50	1	1	0	0
Overall, I am happy with my child's experience at this school	69	57	65	48	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 November 2010

Dear Pupils

**Inspection of Kings Furlong Junior School, Basingstoke RG21 8YG**

This letter is to tell you about the findings of the recent inspection and to thank you for your warm welcome and taking time in your breaks to talk to the inspectors. We really enjoyed meeting you, and seeing your work and play. I am grateful to those of you who completed a questionnaire. Many of your parents write to say how pleased they are with the school: as one parent said, 'this school is brilliant!' and another commented, 'my child strongly enjoys school!' Inspectors agree.

You attend a good school which is very welcoming and takes good care of you. You behave well both in lessons and at playtime. The school provides lots of opportunities for you to take on responsibility, such as peer supporters and as a rights respecting school. The staff make your school a safe and caring place. We have asked the headteacher and teachers to make your learning opportunities even better by:

- improving the links between all your subjects by giving you more opportunities to use your English and mathematics skills and to give you a chance to take part in more exciting activities such as visits to other places
- improving your attendance but particularly punctuality
- making more contact with other schools in the United Kingdom and further afield so that you can learn about different cultures.

Make sure you keep your attendance and punctuality up as attending school regularly is important. Once again, it was good to meet you all. We wish you good luck for the future.

Yours sincerely

Emma Aylesbury  
Lead inspector

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