

King's Furlong Infant School and Nursery

Inspection report

Unique Reference Number	116230
Local Authority	Hampshire
Inspection number	357915
Inspection dates	24–25 November 2010
Reporting inspector	Diane Wilkinson

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Richard Swynford-Lain
Headteacher	Elizabeth Perry
Date of previous school inspection	11 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons and observed eight teachers. They held meetings with the governing body, staff and pupils and spoke to a small number of parents and carers bringing their children to school. Inspectors observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a small sample of pupils' work. They also scrutinised questionnaires returned by 92 parents and carers and 29 staff.

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

- What is the achievement of boys, the higher attainers, pupils who speak English as an additional language and pupils with significant educational needs and/or disabilities?
- Are pupils' contribution to the community and the partnerships with other schools and organisations significant strengths?

Information about the school

Kings Furlong is an average-sized infant school which also has a nursery for three- to four-year-olds which they attend part time. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils' needs cover a wide range, including behavioural, emotional and social problems, autistic spectrum disorder and difficulties with speech, language and communication. The large majority of pupils are of White British heritage, although the proportion speaking English is an additional language is around the national average. It is above this level in the Early Years Foundation Stage. The school holds the Healthy School status and Activemark award and is a Level 1 Rights Respecting School.

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

This is a good school. Significant improvement has been made to a number of areas of the school's provision since the last inspection, including the quality of teaching and learning and leadership and management. This means the school is now dismantling the barriers to learning successfully and pupils are achieving well. Accurate self-evaluation provides the school with a very detailed picture of where it can improve further and effective development planning is in place to tackle this. Strengths such as these ensure that the school has a good capacity to improve further.

The key to the school's success is the headteacher's determination to create a welcoming and supportive environment for pupils and their parents and carers. Team work is strong and all other adults, volunteers and the governing body work well together. As a result, parents and carers are overwhelmingly appreciative of the school and are included exceptionally well in helping their children to learn. Pupils love coming to school. They are very proud of their school and feel exceptionally safe. Those pupils who act as 'Young Interpreters' make an outstanding contribution to enabling those pupils speaking little English and their parents or carers, take a full part in all school activities. Staff are especially skilled at encouraging pupils to use their skills and talents to support themselves and others. For example, pupils become good at judging how well they are doing, thoughtfully discussing how to use the advice teachers have provided on how to improve. Pupils have a real thirst for taking on responsibility, even from a young age, and this prepares them well for the future.

There is a rising trend in attainment which is broadly average by the end of Year 2. All groups, including boys, those with significant needs and pupils who speak English as an additional language, make good progress and achieve well from the lower than expected starting points for their age. Higher attaining pupils achieve the levels they should. The school is now ensuring even more of the average pupils attain the higher levels, especially in writing.

Teaching and learning are good because teachers have good subject knowledge and awareness of pupils' needs. They plan practical and interesting activities which capture pupils' enthusiasm and help them to learn well. Skilled teaching assistants support learning effectively, especially for vulnerable groups. Most teachers have high expectations of what pupils can achieve. However, there are occasions when teachers do not exploit fully opportunities for writing across the curriculum. As a result, progress is not always as fast as it could be. In addition, teachers do not always ensure that pupils write neatly or spell accurately.

Outstanding links with other schools and organisations support pupils' learning and welfare exceptionally well. Pupils are well cared for and alongside their parents and carers are totally confident that they are safe and free from harm at all times. Support and

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guidance for pupils at risk of under-achieving is good, with pupils' gifts and talents being fostered and encouraged well. Much has been done to improve attendance levels which are now average. The school is continuing to work closely with parents to limit holidays taken in term time.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - exploiting opportunities across the curriculum for pupils to practise their writing skills
 - ensuring that all teachers encourage pupils to write neatly and spell accurately in their written work.
- Build on and extend the procedures for encouraging good attendance, especially with regard to discouraging lengthy term time holidays.

Outcomes for individuals and groups of pupils

2

Pupils' attainment is broadly average overall by the end of Year 2 from starting points that are generally lower than expected at the start of the Early Years Foundation Stage. Pupils make good progress and achieve well throughout the school. Those with special educational needs and/or disabilities make similar progress as their peers. Those pupils who are at the early stages of learning English also make good progress and achieve well. Pupils enjoy learning and enthusiastically use their calculation skills to solve problems. For example, in one lesson pupils quickly calculated that if 27 of the 63 passengers get off a bus then 36 will remain. They also enjoy writing and in one lesson used verbs like 'crashing and dashing', wrote about 'jubbly jelly' and used terms like 'all of a sudden' to create an effective picture of events. Pupils take pleasure in finding out things for themselves through scientific investigations such as 'Which material makes the best ear muffs?' They say they find this a good and enjoyable way to learn.

Pupils greatly enjoy school and play a significant part in helping it to improve. For example, after a recent fire drill pupils analysed how effective it was and suggested improvements which are now being adopted by staff. A wealth of opportunities helps pupils develop independence, responsibility and self esteem well. For example, pupils are very proud of their roles as school councillors or lunchtime helpers. School councillors are rigorous in their monitoring to ensure packed lunches are healthy. All pupils, including Reception children, have helped devise class charters to remind them of their rights and responsibilities. The whole school is rightly proud of the fact that it became the first infant school in the United Kingdom to train pupils as 'Young Interpreters', a strategy which has been outstandingly successful. Most pupils behave considerately towards others, although a small minority of the younger ones exhibit immature behaviour on occasions. Pupils are well aware of the importance of a healthy lifestyle and this is reflected in their national awards.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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

¹ 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?

Accurate assessment information is used well to plan tasks based on pupils' interests and previous learning. Rich, relevant and interesting activities link subjects together well to make learning meaningful. A wealth of visits and visitors, such as that made by Year 1 pupils to the Science Centre at the local sixth form college to learn more about their 'Light and Dark' topic, enrich learning well. The programme for pupils' personal, social and health education is very effective in promoting development in these areas. Staff are skilled at incorporating curriculum advice into lessons that effectively supports pupils' learning and enjoyment. However, there are still missed opportunities in the planning of some activities for pupils to develop further their writing skills, so their progress is sometimes not as rapid as it could be.

Teamwork amongst teachers and support staff is very good so lessons are well organised, with a rotating focus on the needs of different groups. Throughout lessons adults monitor progress well, swiftly moving pupils on to the next stage when they are ready. Staff are careful to ensure that pupils of all abilities are provided with activities to help them make the progress they should. This was especially well done in an outstanding mathematics lesson where a range of different group tasks met all pupils' needs exceptionally well. However, on some occasions, teachers miss opportunities for pupils, especially the middle attainers, to develop or extend their writing skills.

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The school takes good care of pupils. Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be. Pupils are well looked after, with the school providing many examples of where it has helped them overcome significant barriers to their learning. However, there are new systems in place to support vulnerable individuals and groups and the impact has yet to be fully evaluated to establish their effectiveness overall.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Leaders and managers are good at embedding ambition and driving improvement. Since the last inspection, devolved management systems have ensured all staff and governors play a successful part in development planning and monitoring, having accountability for different aspects of the school's work. The relatively new curriculum teams are beginning to accelerate improvement, although these have been in place for too short a time to measure the full impact of their work. The governors' audit of their effectiveness and expertise is good and there is a strong commitment to increase these further. Governors ensure that safeguarding procedures are of good quality and effective. Leaders carefully check the impact of provision on pupils' progress, especially with regard to teaching, where coaching has led to good improvement. Other areas are wisely prioritised in relation to what benefits most pupils. The challenging goal of ensuring a large majority achieve average attainment levels by the end of Year 2 has been reached. The school is now working to increase the number of pupils exceeding the national average

An outstanding feature of the school is the way in which it works with parents and carers and other schools and organisations to benefit pupils' education and welfare.

Opportunities for parents and carers to help in school, acquire skills to help support their children and access support for a range of aspects are exceptionally good. Without exception, they hold the school in very high regard. Links with the adjacent junior school and local college are especially good. Mindful of these significant benefits, the school supports other institutions equally well. For example, the headteacher and deputy share their considerable expertise in supporting pupils who speak English as an additional language and student teachers, with a wide range of other organisations.

The contribution the school makes to community cohesion is good. Whilst links with contrasting communities within the United Kingdom are at an earlier stage of development, pupils' knowledge and understanding of the global community are developing well.

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The school is active and effective in tackling discrimination and promotes equality of opportunity well. For example, the gap in performance between different groups is narrowing, although there is still more to be done to improve writing.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in the Early Years Foundation Stage with skills and abilities that are generally lower than those expected for the age group and much lower in some aspects of communication, language and literacy. The school's commitment to providing for each pupil and their family is apparent in the thoughtful way it addresses their needs at the start of their education. The high quality care ensures that welfare arrangements are a major priority. Very effective induction procedures are in place, with each child's key worker successfully ensuring their individual needs are met. Despite the immaturity of some children, well developed systems for supporting children mean very good behaviour soon becomes the norm. The journey to develop personal independence and responsibility begins in the nursery where children tidy up quickly and efficiently and respond immediately to an adult when asked. Good planning promotes early language and literacy skills well, with all adults taking every opportunity to engage children in conversation. Where their command of English is not secure, the 'Young Interpreters' usually provide excellent support. However, opportunities for children to record their learning in order to enhance their writing skills are not as well exploited.

Good teaching means that children make good progress and achieve well in all areas of learning, although there are still weaknesses in some aspects of language and literacy by the start of Year 1. Resources are carefully chosen and there are well-planned activities to support all aspects of learning, including opportunities where children explore things for themselves. Reception children, for example, loved carefully hunting for the toy snakes

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hidden in the sand to compare whose was the longest or shortest. They could explain to an adult, 'You have to be really careful if you pick up a snake.' However, the purpose of some activities, especially those outdoors, is not always apparent or sufficiently well explained.

Leadership and management are good. Within each class thorough monitoring and assessment help staff adjust provision well and plan challenging activities for children's next steps in learning.

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

The vast majority of parents and carers are appreciative of all the school's work, as is evident in their response to the questionnaires. Those who wrote or spoke to inspectors are especially appreciative of the headteacher and staff, including those in the school office, with regard to how well they have created a caring and supportive community where parents and carers feel welcome. Typical comments were, 'I cannot praise the school highly enough,' and, 'Kings Furlong Infants is a fantastic school.' Parents and carers uniformly praise the quality of teaching, the progress their children make and the way they are involved in supporting their children's learning. Inspectors fully agree with their views. There is no pattern to the negative comments made by a very few parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings Furlong Infant School and Nursery 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 92 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	65	71	27	29	0	0	0	0
The school keeps my child safe	73	79	19	21	0	0	0	0
My school informs me about my child's progress	59	64	32	35	1	1	0	0
My child is making enough progress at this school	53	58	39	42	0	0	0	0
The teaching is good at this school	70	76	22	24	0	0	0	0
The school helps me to support my child's learning	67	73	25	27	0	0	0	0
The school helps my child to have a healthy lifestyle	73	79	19	21	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)	67	73	19	21	0	0	0	0
The school meets my child's particular needs	56	61	34	37	0	0	0	0
The school deals effectively with unacceptable behaviour	55	60	32	35	0	0	0	0
The school takes account of my suggestions and concerns	61	66	27	29	0	0	0	0
The school is led and managed effectively	69	75	23	25	0	0	0	0
Overall, I am happy with my child's experience at this school	72	78	20	22	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 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). 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"> ■ 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 pupils' 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.



26 November 2010

Dear Pupils

Inspection of Kings Furlong Infant and Nursery School, Basingstoke RG21 8YJ

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. We particularly want to thank the pupils who gave up their time to talk to us. We think your school is good and that some things are excellent. We are pleased you and your parents and carers think so too.

Here are some of the things we found out were especially good about the school.

- We are greatly impressed by how well you learn to be independent and how good you are at taking on responsibility including as school councillors, lunch time helpers and 'Young Interpreters'.
- Teachers plan lots of interesting activities that help you to make good progress.
- Adults take good care of you. You feel extremely safe and are happy in school. We very impressed that you are helping staff to make the fire drills better. Well done!
- The staff and governors are especially good at working with your parents and carers, and other groups, to support your education and care.
- You have a very good headteacher and, together with staff and governors, she is working hard to make sure your school carries on getting even better.

Here are some of the things we have asked the school to improve.

- We have asked your teachers to make sure you have plenty of opportunities to practise your writing so that you can make it even better than it is. We have also asked them to check that you always write neatly and check your spelling.
- Some of you miss important learning because you go on long holidays during term time. We have asked the school to continue working with your parents so that you do not miss school.

Yours sincerely

D Wilkinson

Lead inspector

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