

Kings Furlong Junior School

Upper Chestnut Drive, Basingstoke, Hampshire, RG21 8YJ

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement over time has not been good enough. Pupils make slower progress in writing than in reading and mathematics.
- Differences in the quality of teaching have led to variations in pupils' progress as they move through the school. As a result, pupils' attainment at the end of Year 6 has fluctuated from year to year in reading, writing and mathematics.
- Where teaching is less effective, teachers' expectations are not high enough, particularly of more-able pupils, and the pace of teaching in lessons is too slow to enable all pupils to make rapid progress. As a result, too few pupils attain the highest levels in reading, writing and mathematics.
- Assessment information is not used consistently by all teachers to ensure that the work they set for pupils is at the right level of difficulty. This means that some pupils find the work too easy and others too hard.
- The support provided by pupil premium funding is not matched sharply enough to the needs of eligible pupils. As a result, they achieve less well than their classmates and their peers nationally.
- Governors' checks on how well pupil premium funding is being used to raise achievement are not sufficiently rigorous to ensure these pupils do as well as they should.

The school has the following strengths:

- Since his appointment, the headteacher has increased the drive to improve the quality of teaching, supported by a competent team of senior leaders.
- Pupils behave very well and do their best in lessons. They feel safe and well cared for by adults in school.
- Recent improvements in the quality of teaching mean that pupils' progress is accelerating, particularly in mathematics.
- The curriculum is enriched well with a wide range of events which help to bring learning to life and promote pupils' spiritual, moral, social and cultural development successfully.

Information about this inspection

- Inspectors observed 14 lessons or part-lessons, including three lesson observations completed jointly with the headteacher.
- Discussions were held with the headteacher, members of the governing body, senior leaders, teachers, members of staff, parents, carers and pupils.
- Inspectors took account of 15 responses to the online Parent View survey, 64 school questionnaires completed by parents and carers at the time of the inspection and 23 staff questionnaire responses.
- Inspectors observed the school’s work and analysed a range of documents and policies, including the school’s self evaluation and improvement plan, the school’s monitoring of teaching over time, information about pupils’ progress, attendance records, safeguarding policy and procedures and a sample of pupils’ work.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Michael Barron

Additional Inspector

Full report

Information about this school

- Kings Furlong Junior School is slightly smaller than average.
- The proportion of pupils who are known to be eligible for the pupil premium is in line with the national average. Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and other groups.
- The proportion of pupils from minority ethnic groups is slightly below average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and enables all pupils to achieve successfully in reading, writing and mathematics by making sure that:
 - assessment information is consistently used by teachers to plan work that is pitched at the right level of difficulty
 - teachers' expectations are sufficiently high, particularly of more-able pupils, so that the pace of learning in lessons is brisk.
- Improve the achievement of pupils eligible for support from pupil premium funding by ensuring that:
 - teachers are very clear about which pupils in their class are eligible
 - teachers keep a close check on how well they are learning during lessons
 - school information about pupils' progress is used more rigorously by leaders and teachers to check the effectiveness of the support provided and to tailor further support more precisely to pupils' individual needs and aspirations.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress is not fast enough from the time they enter Year 3 to the end of Year 6. Variations in the quality of teaching mean that pupils' progress is not rapid enough in some year groups. This means that some pupils do not achieve as well as they might in English and mathematics by the end of Year 6.
- Since the last inspection, the teaching of writing has been reviewed and updated to ensure that skills are taught consistently throughout the school and that teaching builds on prior learning. However, despite this, some teachers' expectations of pupils' capabilities in writing have been too low and this hampers progress.
- When they join the school in Year 3 pupils' knowledge, understanding and skills are broadly in line with the national average. In 2013, attainment at the end of Year 6 was average in reading, writing and mathematics.
- Too few pupils attain the higher levels, especially in reading and mathematics, at the end of Year 6 because teachers' expectations, particularly of more-able pupils, are not consistently high enough.
- Pupils who are eligible for support provided by pupil premium funding achieve less well than their classmates and their peers nationally in reading, writing and mathematics. In 2013, the gap in attainment with their peers increased significantly. In mathematics and reading it was eight months behind and 10 months behind in writing. This is because there has not been sufficient focus by some teachers on meeting the needs of individual pupils during lessons and support has not been matched sharply enough to help them learn successfully.
- The school is successful in ensuring that pupils make rapid progress in mathematics. Training for teachers and teaching assistants has ensured a consistent team approach in mathematics lessons. Increased subject knowledge has raised expectations and the tasks set for pupils are closely matched to their stages of learning. A stronger focus on developing pupils' ability to complete mathematical calculations and problems mentally has increased their confidence and skill in manipulating numbers.
- Disabled pupils and those with special educational needs make similar progress to their classmates', with variations between year groups and subjects according to the quality of teaching.
- Those pupils for whom English is an additional language make more rapid progress and achieve well because the inclusion leader ensures that support is matched closely to their needs. Arrangements for pupils who have recently arrived in the country are effective in helping them to settle and feel valued.
- A dip in attainment in 2012 was successfully reversed in 2013 and ongoing improvements in teaching mean that pupils' progress is accelerating, particularly in mathematics. In some year groups, pupils are making more rapid progress because teachers have higher expectations. School information and the work in pupils' books indicate that, while attainment in 2014 is likely to be similar to that in 2013, the proportion of pupils attaining the higher levels in reading and mathematics is on track to increase.

The quality of teaching

requires improvement

- Inconsistencies in the quality of teaching mean that pupils' progress varies between year groups and subjects. There is not enough good or better teaching to ensure that pupils achieve their full potential and achieve well in English and mathematics.
- Pupils make slower progress when teachers' expectations are not high enough, and when the pace of teaching in lessons is too slow. Assessment information is not used consistently well by all teachers to ensure that the work is set at the right level of difficulty. The work set for more-able pupils is not always sufficiently challenging to ensure they make more rapid progress and

reach the levels of which they are capable.

- In some cases, teachers are not sufficiently aware of the needs of those pupils who are eligible to benefit from pupil premium funding and the support provided is not matched sharply enough to their individual needs. For example, funding has been used to reduce the overall size of class groupings, rather than identifying the specific help needed to improve the achievement of individual pupils. As a result, the gap between the attainment of these pupils and their classmates' is not closing quickly enough.
- The quality of teaching is improving as a result of a successful whole-school focus on developing teachers' practice. Where teaching is effective, teachers use their confident subject knowledge to plan lessons which are lively, interesting and well paced, so that pupils enjoy learning and are motivated to do well.
- For example, during the inspection pupils in a Year 6 English lesson thoroughly enjoyed writing a report about the sinking of The Titanic because the task was meaningful and pupils were challenged to make choices about the language they were using to strengthen their argument. However, while pupils made outstanding progress in the development of their writing skills during this lesson, the work set for pupils in some other classes is not always sufficiently challenging.
- In mathematics, work in smaller groups is enabling teachers to target individual needs more accurately. For example, in Year 4 a group of low attaining pupils, some of whom have special educational needs, made good progress in building their knowledge of number. This was because the teacher picked up any confusion quickly and worked through examples so that the pupils became increasingly confident in tackling mathematical activities.
- Recent developments in the teaching of reading have included a sharper focus on the development of reading skills during guided reading sessions. Observations of lessons completed by the English leader indicate that the quality of teaching in these sessions is improving but it is too soon to see the impact of this on pupils' progress.
- The role played by teaching assistants is a notable strength in lessons. Teaching assistants work closely with teachers and are confident about their role during lessons. This ensures that pupils are actively involved during the lesson and make similar progress to their classmates, including disabled pupils and those with special educational needs. Pupils who speak English as an additional language make more rapid progress because the work set for them is accurately matched to their needs.
- Pupils' attitudes to learning are always positive, even when tasks do not engage their full abilities. Those new to the school settle in quickly and all pupils enjoy positive relationships with their teachers and with one another.

The behaviour and safety of pupils are good

- Pupils behave well and are thoughtful, considerate and polite. Most pupils want to do the best that they can for their teachers and for themselves. They are keen to represent their school as well as they can when talking to visitors.
- Pupils treat each other with respect and are courteous to adults during lessons, when eating their lunch in the dining hall and when moving around the school. In lessons, most pupils listen carefully to the teacher and other adults in the room and cooperate with each other sensibly when working together. School records indicate that these features are typical of pupils' behaviour over time.
- Pupils feel very safe in school and told inspectors that 'teachers are always there for us'. They know about the different forms bullying can take and told inspectors that, although pupils occasionally 'get cross', bullying rarely occurs. Regular events, such as assemblies about internet safety, are well received by pupils and make a good contribution to their understanding of how they can help to keep themselves safe. Discrimination of any sort is not tolerated and incidents of racist behaviour are rare.
- All parents and carers who responded to Parent View considered pupils to be well cared

for evidence considered during the inspection, including behaviour logs and procedures for responding to any concerns, indicates that the school responds promptly and appropriately to any incidents.

- Pupils know how important it is to attend regularly and they are usually punctual to school and to lessons, so that no learning time is lost. Attendance has improved since the last inspection and is above the national average.
- All those parents and carers who responded to Parent View consider pupils to be well behaved and safe in school and this view was endorsed by parents and carers who spoke with inspectors during the inspection. Pupils' behaviour is not yet outstanding because occasionally the pace of teaching is not sufficiently brisk to capitalise on pupils' desire to get on with their learning.

The leadership and management require improvement

- Leadership and management require improvement because the overall quality of teaching is not yet strong enough to secure pupils' good achievement. Leaders have not ensured that teaching over time is consistently good or better and variations in its quality hamper pupils' achievement in English and mathematics.
- School checks by leaders, including the governing body, on the progress made by pupils eligible for support from pupil premium are not sufficiently rigorous to ensure that funding is being used effectively to raise achievement. The school is committed to addressing this issue and school information about pupils' progress shows that the progress made by these pupils is accelerating.
- Since his appointment a year ago, the headteacher has accurately identified the actions needed to raise achievement. He has very successfully established a vision for the future of the school which is shared by all staff. The ethos of the school is positive and staff morale is high.
- The headteacher has strengthened the role played by senior leaders and subject leaders so that there is a unified and consistent focus on raising expectations and improving teaching. The drive to improve teaching is shared by all staff and teachers are keen to develop their practice. As a result, the quality of teaching has begun to improve, especially in mathematics, and pupils' progress is accelerating.
- A more rigorous system for checking pupils' progress has been introduced so that teachers are more accountable for pupils' achievement. However, while some teachers are using this system to provide well-focused teaching, this is not consistently the case across the school.
- A leadership and learning partner from the local authority has worked regularly alongside the school to ensure that school judgements about the quality of teaching are accurate and to support the school's drive to improve. As a result, the local authority has an accurate view of the school's priorities for development and recognises improvements made in the quality of teaching and learning since the current headteacher was appointed.
- The curriculum is carefully planned to be broad and balanced and promotes good behaviour very well. There are numerous opportunities for pupils to deepen their knowledge through events, trips and visits. As a result, pupils enjoy school and have very positive attitudes to learning.
- Leaders are committed to ensuring equality of opportunity for all pupils and have rightly identified the need to ensure that all pupils do as well as they can, including more-able pupils and those eligible for support from the pupil premium.
- The school has appropriately allocated sports funding. For example, a specialist teacher has been employed to teach gymnastics across the school, observed by teachers. This means that pupils have access to a wider range of activities and are benefiting from subject expertise, while teachers in the school are developing their understanding and confidence about the teaching of sports.
- **The governance of the school:**
 - Improvements in the role played by governors over the past year mean that they have an increasingly accurate view of the school's strengths and development needs. For example, governors' visits are more frequent so that they have a better understanding of the quality of teaching. They are well informed about how the school's approach to performance

management is used to recognise and reward effective practice and to support improvements in teaching, and how this is linked to salary progression. Governors know, for example, how the assistant headteachers are contributing to improvements in teaching by working alongside and coaching teachers. Governors generally provide appropriate levels of challenge for the school and regularly ask pertinent questions about pupils' achievement in different subjects. As a result they know, for example, that pupils are making slower progress in writing than in other subjects. However, their view of how well pupil premium funding is being spent to raise pupils' achievement lacks sufficient clarity to drive improvement. A governor has been allocated responsibility for checking that sports funding is being used effectively and meetings are scheduled to facilitate this process. Safeguarding arrangements are robust and meet statutory requirements.

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	116231
Local authority	Hampshire
Inspection number	427296

This inspection of the school 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	246
Appropriate authority	The governing body
Chair	Ariadne Bezant
Headteacher	Charles Applegate
Date of previous school inspection	24–25 November 2010
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