

Inspection of South Farnborough Junior School

Cunnington Road, Farnborough, Hampshire GU14 6PL

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils achieve highly at this joyful and thriving junior school. Expectations for behaviour and learning are relentlessly high. Pupils rise proudly to meet them. Because of the school's highly inclusive culture, pupils with special educational needs and/or disabilities (SEND) flourish and make strong progress.

Pupils chose the school's values of happiness, pride, creativity, resilience, empathy and excellence. Pupils have ownership for how they live by them and take responsibility for their own choices. As a result, behaviour is excellent. Pupils are highly respectful, open-minded, thoughtful and forgiving. Relationships are supportive, caring and kind.

Everyone has a chance to shine. The school ensures that disadvantaged pupils never miss out. Pupils enjoy a rich offer of clubs, trips and visitors. From sporting competitions to theatre productions, countless opportunities nurture and showcase the unique talents and interests of every pupil.

Pupil leadership across the school extends beyond the elected house captains and school councillors. Pupils make a tangible difference to school life through roles including 'anti-bullying ambassador' and 'equality and rights advocate'. These roles embed the school's impressive work to celebrate diversity and challenge discrimination. Curriculum and assembly activities promote fundamental British values, such as tolerance, actively, preparing pupils superbly for life in modern Britain.

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

From the very start in Year 3, staff work together to identify pupils' needs. The school uses expertise and compassion to support pupils with skilful adaptations for learning. As a result, all pupils access the school's broad and ambitious curriculum. Pupils from the specially resourced provision for pupils with SEND, known as 'Middle School', benefit from a carefully designed programme. They integrate successfully with classes in the main school to ensure that learning has no barriers.

Reading is the beating heart of the school. Staff analyse sharply any help that pupils need with phonics. Expert provision helps pupils to become fluent and confident readers. The school ensures that pupils enjoy a rich range of texts. For example, pupils read books that celebrate multiculturalism and encourage debate about moral issues.

Pupils learn to apply mathematical skills and concepts to solve problems with impressive accuracy. By the end of Year 6, pupils also become skilful writers. From stories to persuasive letters and non-fiction explanations, pupils' writing is rich with ambitious vocabulary and accomplished techniques. Staff revisit key content to help pupils to remember knowledge across the curriculum. This benefits all pupils, particularly those with SEND. Staff provide regular feedback to pupils to identify and address misconceptions. This is most effective when feedback is timely and focused. Sometimes, feedback is less precise, so pupils do not move on with their learning as securely as they could.

Classrooms are calm, purposeful and joyous. Clear expectations and positive praise help to maintain excellent behaviour. If pupils need pastoral care, the well-being work of the school is exceptional. The school has achieved strong success with attendance and punctuality. Absence rates are very low. Pupils arrive at school on time, excited to join morning activities. Parents and carers appreciate how well staff know families and provide a nurturing welcome to all.

The school's programme for personal development is exceptional. The school's work to develop character is a strength. Staff support pupils to acquire confidence to try hard and never give up. They care for the environment and fulfil jobs such as running the school tuck shop. Pupils take an active role in promoting worldly experiences. They requested that school lunches celebrate food from around the world, so everyone now enjoys meals from a rich range of cultures. Pupils develop an excellent understanding of online safety and healthy relationships, including crucial awareness of issues such as consent. This impressive work by the school prepares pupils strongly for their next steps.

Leaders at all levels put pupils at the centre of every decision. Governors use expertise and knowledge to support and challenge the school effectively. Staff's workload and well-being are carefully managed. Staff feel highly supported and proud to work at the school. Leaders are tireless in ensuring that pupils flourish with a high-quality education and rich opportunities during their time at this inspirational junior school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The feedback given to pupils about their learning is not always effective. As a result, pupils' misconceptions are not routinely addressed in a timely manner. The school must ensure that feedback addresses gaps in pupils' learning swiftly and effectively across all subjects.

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	116155
Local authority	Hampshire
Inspection number	10341414
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	394
Appropriate authority	The governing body
Chair of governing body	Anthea Dwyer (co-chair) Janet Roberts (co-chair)
Headteacher	Jenny Byrne
Website	www.southfarnborough-jun.hants.sch.uk
Dates of previous inspection	30 September and 1 October 2014

Information about this school

- South Farnborough Junior School has a resourced provision for children with an education, health and care plan for moderate learning difficulties. This consists of 20 places across key stage 2. Places for the provision are allocated by Hampshire local authority.
- The school currently uses one registered alternative provision.
- There is before- and after-school care on the site, overseen by an external provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteacher for inclusion, the SEND coordinator, curriculum leaders, teachers and support staff.
- The lead inspector met with five governors across two days, including both co-chairs.
- The lead inspector met virtually with an adviser from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, science and English. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also evaluated pupils’ work in history and personal, social, health and economic education, known as ‘Personal Development Learning’ at this school.
- The lead inspector listened to a range of pupils reading. The inspector observed catch-up interventions to learn how staff provide extra support to pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors spoke to a range of pupils to learn about their views about the school.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of responses to the Ofsted Parent View survey and the free-text responses. Inspectors also spoke to parents at the gates before school.

Inspection team

Scott Reece, lead inspector

His Majesty’s Inspector

Simon Graydon

His Majesty’s Inspector

Trudi Sammons

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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