

The Iver Village Junior School

Inspection report

Unique Reference Number	110239
Local Authority	Buckinghamshire
Inspection number	367383
Inspection dates	23–24 June 2011
Reporting inspector	Ronald Hall

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	162
Appropriate authority	The governing body
Chair	Alan Oxley
Headteacher	Chris Collis
Date of previous school inspection	19 November 2007
School address	High Street Iver Buckinghamshire SL0 9QA
Telephone number	01753 653059
Fax number	01753 650027
Email address	office@ivervillage-jun.bucks.sch.uk

Age group	7–11
Inspection dates	23–24 June 2011
Inspection number	367383

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons, taught by nine different teachers. Meetings and discussions were held with members of staff, local authority advisers, members of the governing body and pupils. Inspectors observed the school's work, and looked at a range of documentation including policies, local authority review document, assessment data and curriculum plans. Questionnaires from 50 parents and carers were scrutinised as well as those from 100 pupils and 16 staff.

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

- Progress and attainment in mathematics.
- The effectiveness of leadership and management in bringing about changes and improving outcomes.
- How successful the school has been in raising attendance.

Information about the school

The Iver Village Junior School is smaller than the average primary. The school consists of seven classes, made up of four containing Years 3 and 4 pupils, and three containing Years 5 and 6 pupils. Most of its pupils are of White British heritage and the proportion from minority ethnic groups is similar to that found nationally. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is average. The school has several awards such as the Activemark and Healthy School status. There is a pre-school provision on the same site, which is not managed by the governing body so is inspected separately.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the school's senior leadership and management.

Although, this school is providing an acceptable standard of education for the pupils, there has been a decline in the quality of the strategic leadership of the school. Monitoring by senior leaders is now inadequate. Statutory requirements for performance management of teaching staff are not being met, though performance management for the headteacher has been carried out by the governing body. Data about attainment used by senior leaders is not sufficiently analysed. The governing body has acted in good faith on information and data requested, and, despite its best efforts, has not been enabled to participate fully in strategic leadership. Middle managers have continued to monitor and evaluate their areas of responsibility and this has ensured a satisfactory curriculum and an acceptable standard of education for the pupils. Middle managers' work has resulted in some adequate self-evaluation at subject level and improvements to progress and attainment in English. It has ensured teachers have sufficient information to provide satisfactory teaching for the pupils. However, middle managers have not been able to contribute data or analyse it at whole school level so self-evaluation is inadequate overall and target setting is insufficiently informed. The school lacks the capacity to improve because of the weaknesses at senior leadership level.

Attainment is average by the end of Year 6 and progress is satisfactory. Teachers' planning is satisfactory and lessons broadly meet the needs and abilities of all the pupils. There are examples of good teaching where the match of activities to abilities is fine-tuned and activities are stimulating, but this is not consistent. Attainment in mathematics is lower than in English as pupils are not consistently given a good balance of activities. For example, opportunities are missed to enable them to interpret mathematical problems, practise mathematical calculations or select equipment appropriately, and consequently these skills are weaker. Marking is good in English but inadequate in other subjects.

Pupils have a good understanding of how to stay healthy. Behaviour across the school is good and pupils have a strong sense of right and wrong. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of a range of religions and cultures. They empathise with others well and take their roles in the school seriously. The school has worked with parents and carers to raise attendance and this is now 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

What does the school need to do to improve further?

- Improve leadership and management of the school by:
 - ensuring that the senior leadership team supports and fully involves the middle managers and the governing body in the effective running of the school
 - ensuring whole school data are accurate and analysed effectively at all levels to secure effective target setting
 - ensuring senior leaders work with middle leaders to produce effective plans for improvement
 - meeting statutory requirements for performance management.
- Improve teaching by:
 - fine-tuning lesson activities to closely match pupils' needs
 - raising the quality of marking
 - monitoring lessons regularly and giving clear feedback to individual teachers on how to improve.
- Raise attainment in mathematics by:
 - improving pupils' ability to interpret mathematical problems
 - ensuring pupils are able to identify the appropriate calculation required to answer the question posed
 - ensuring pupils are able to choose and use mathematical equipment appropriately.

Outcomes for individuals and groups of pupils

3

Pupils start comparatively slowly in Years 3 and 4 and, gradually gathering pace, make more rapid progress in Years 5 and 6. A recent focus across the school in English has successfully accelerated their progress in this subject. Teachers now have a clear understanding of what expectations should be and how to build pupils' skills and understanding from one year to the next; as a result progress in English lessons is often good. Good learning was exemplified during a lesson in a Years 5 and 6 class where pupils were writing formal letters either in support of or against the building of a leisure centre. The pupils' discussion, both for and against, demonstrated good thinking skills and attitudes about their environment, as well as their ability to use the literacy skills they had been taught. In mathematics, attainment is below average and progress slower, although still broadly satisfactory. Pupils find it difficult to analyse questions posed in order to decide the correct method to answer them. Pupils do not always understand mathematical calculations sufficiently to apply them in other contexts.

The progress of pupils with special educational needs and/or disabilities is satisfactory as individual support and sound planning by teachers ensure their needs are met. Pupils who speak English as an additional language are making progress in line with their peers. Pupils who are vulnerable due to their circumstances are well supported so that they feel secure and make good progress in their personal development. They make sound progress academically.

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

The school's ethos and atmosphere help to provide pupils with a well-developed sense of right and wrong as well as help them to be reflective and thoughtful in their actions. In lessons seen they demonstrated a pride in their work and were eager to learn. These things were shown in a good lesson in religious education, where younger pupils compared different religions and thoroughly enjoyed researching the various aspects of both religions. Pupils make a satisfactory contribution to the school and the wider community. They help to improve the lives of others through their considerate approach to raising funds for charities, engaging in recycling and environmental projects, and in making decisions on facilities around the school. Pupils enjoy school, they feel safe and are well aware of safety hazards. Observations during the inspection clearly demonstrated that behaviour is good, and pupils are polite and thoughtful throughout.

Most pupils speak knowledgeably about being healthy. They show a good understanding of healthy eating; they participate enthusiastically in a wide range of physical exercise on a weekly basis. A useful summary was provided by a pupil during a lunchtime conversation, saying, 'We all know how to eat healthily and keep fit.' Good relationships between staff and pupils help to improve pupils' emotional well-being and self-confidence.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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?

Teaching and learning are satisfactory across the school, with some good elements. The good relationships between staff and pupils result in pupils showing positive attitudes in

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

lessons. Where learning and progress are good, teachers use assessments well to set work which matches the needs of the different abilities of pupils. Marking to inform pupils of their next steps and how to improve is a strength in English. In other subjects marking of this nature is inconsistent or non-existent. Where teaching is good in mathematics, learning is practical and pupils are given opportunities to explore tasks set. In one class pupils were happily exploring the characteristics of quadrilaterals by making them, exploring their angles and selecting the correct resources to do so. This approach is not consistent throughout the school. As a result, pupils' attainment in mathematics is lower than in English

The school has well-organised systems to develop pupils' personal skills and behaviour and promote increasing levels of attendance. Middle managers keep the curriculum under review and ensure it is broad, balanced and progressive throughout the school. They successfully link learning across some subjects. Links are used well to promote pupils' English skills across the curriculum but opportunities for pupils to develop and apply their mathematical skills in other subjects are less well developed. A range of visitors, and pupils' participation in trips, enhance their interest and enjoyment. Partnerships with several high schools also provide opportunities to extend learning, particularly in science and technology. Pupils with special educational needs and/or disabilities receive good support in helping to develop their personal skills. The school's care, guidance and targeted support for specific groups of pupils help them to make gains in their personal safety, confidence and emotional well-being. Parents and carers provided several examples in which this support had been responsible for improving their children's attitudes and behaviour. Pupils who speak English as an additional language receive satisfactory encouragement and support from teaching assistants and other pupils to help them develop their skills.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

For some time the headteacher and senior leaders have failed to provide the school with strategic leadership. Monitoring of the school has not been robust enough, nor improvement planning systematic enough, to ensure sufficiently rapid change and progress. The school's improvement plan lacks professional detail and measurable success criteria. While the school has generated some improvements, most noticeably in English, the key priorities, such as raising attainment and progress in mathematics, have not been followed through. There has been no formal monitoring of the quality of teaching and learning, data analysis has been erratic and target setting is fragile. Middle managers

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

informally monitor the curriculum and teaching and learning to ensure both broadly match the needs of the pupils.

Governance is judged satisfactory because the governing body has acted appropriately on the information provided. For example, governors were informed that teachers' statutory performance management was taking place. Within the limits of information they were given, for example on assessment, they have monitored the school in a satisfactory manner. There is evidence of governors questioning and challenging although, given the circumstances, not in a sufficiently robust manner.

The school places a strong emphasis on encouraging pupils' good spiritual, moral and personal development. All staff provide a stable and supportive environment in which pupils develop a thoughtful and considerate approach to adults and to each other. Senior leaders ensure pupils are safe and all elements of safeguarding are satisfactory. The school makes a sound contribution to promoting community cohesion, as demonstrated by their audit. National and global links are being developed, although the school's initiatives have yet to have their full effect.

The school has developed satisfactory partnerships which have helped to develop pupils' enjoyment, knowledge and skills in a range of areas. Partnerships with other schools have increased provision and enjoyment in science and technology, raising attainment in these areas. Links with a range of professional agencies have helped to support pupils' emotional and social development and a closer partnership with the education welfare officer has resulted in improved attendance.

The school is concerned to promote equal opportunity for all its pupils. It is effective in relation to their personal development and has been successful in ensuring that those who are potentially vulnerable and those with special educational needs and/or disabilities fare as well as others. The progress of different groups is monitored satisfactorily by the middle managers responsible. There are no significant variations between the performance of groups.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The very large majority of parents and carers who sent in responses were positive about the school. Most agreed that their children enjoy school and that the school keeps their children safe. Many stated that their children were well looked after. Parents and carers of children with special educational needs and/or disabilities commented that they had noticed improvements in their children's attitudes and confidence and felt that staff provided good support. The very large majority of responses agreed that the school helps to keep their children healthy and assists them in supporting their children's learning. The inspection judged that the school provides a satisfactory education, so broadly supported these views. A few parents and carers, a proportion broadly typical nationally, felt that the school does not deal with behaviour adequately. Inspection evidence indicates that behaviour is good. A few responses from parents and carers also noted that the school does not take account of their suggestions and concerns. The inspection team looked into this and found evidence to indicate that care and links with parents and carers are satisfactory

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Iver Village 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	34	29	58	3	6	0	0
The school keeps my child safe	26	52	21	42	1	2	0	0
My school informs me about my child's progress	14	28	30	60	5	10	0	0
My child is making enough progress at this school	10	20	31	62	7	14	0	0
The teaching is good at this school	14	28	32	64	2	4	0	0
The school helps me to support my child's learning	9	18	33	66	6	12	0	0
The school helps my child to have a healthy lifestyle	14	28	27	54	6	12	2	4
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)	12	24	30	60	3	6	0	0
The school meets my child's particular needs	8	16	35	70	4	8	1	2
The school deals effectively with unacceptable behaviour	13	26	25	50	8	16	1	2
The school takes account of my suggestions and concerns	6	12	32	64	8	16	1	2
The school is led and managed effectively	14	28	31	62	4	8	0	0
Overall, I am happy with my child's experience at this school	17	34	30	60	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



27 June 2011

Dear Pupils

Inspection of The Iver Village Junior School, Iver SL0 9QA

We would like to express our gratitude for the warmth of your welcome when we visited your school, and for your polite and friendly approach to us. You clearly enjoy coming to school because your attendance is improving. We found that you have a good understanding of how to keep healthy. We noticed that many of you eat healthily and take part in regular physical exercise.

You make a satisfactory contribution to the life of your school and to others outside of the school. You raise funds, recycle and show a good awareness of the environment. You have a thoughtful and reflective approach to your lives and a good understanding of right and wrong.

Your school provides you with an acceptable standard of education. As a result, you make satisfactory progress in developing your skills and understanding from the time you arrive to the time you leave. However, the people who lead the school are not checking on it well enough nor are they making good enough plans to improve it. For this reason we have given the school a 'notice to improve'. This means that your school will get extra help. Teaching is satisfactory but we have asked the school to make sure work is fine-tuned to what you need to learn next. We have also asked the school to improve the way teachers mark your work, so you know how to make your work better. You can all help by reading carefully what teachers write in your books. You make good progress in English and use your skills across a range of subjects, but your progress in mathematics is slower. We have asked the school to help all of you to make quicker progress in mathematics by providing opportunities for problem solving that allow you to choose the equipment required and the methods you need to solve the tasks set.

Yours sincerely

Ronald Hall

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.