

# Iver Heath Junior School

## Inspection report

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<b>Unique Reference Number</b>	110279
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	378075
<b>Inspection dates</b>	10–11 November, 2011
<b>Reporting inspector</b>	Paul Edwards

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>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Howard
<b>Headteacher</b>	Marcus Holloway
<b>Date of previous school inspection</b>	18–19 June 2009
<b>School address</b>	St Margaret's Close Iver Heath Buckinghamshire SL0 0DA
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	10–11 November, 2011
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## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons, observing nine teachers. Meetings were held with the headteacher, teaching staff, a member of the governing body, a representative from the local authority and groups of pupils. Inspectors observed the school's work; they scrutinized minutes from meetings held by the governing body, the systems used for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. Inspectors took account of questionnaires completed by 108 parents and carers, 100 pupils and 24 staff.

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

- The progress of boys, particularly in their writing.
- The progress made by the more-able pupils across the school.
- The quality of teaching and whether planning demonstrates sufficient challenge for those pupils at risk of underachieving.
- The impact of leadership and management at all levels in raising the quality of teaching and learning.

## Information about the school

Iver Heath is a smaller than the average junior school. Most pupils are from White British backgrounds and the very large majority speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is above average. The school has a specially resourced provision for special educational needs, which is an additional resource provision (ARP) for pupils with speech, language and communication disorders. There are currently five pupils in this provision and all have a statement of special educational needs. These pupils are taught separately for some language activities and spend the rest of the time in mainstream classes.

Over the last 15 months there have been significant changes to staffing. The headteacher, deputy and middle leaders are all new to the school and there have been a number of other changes to teaching staff.

The school has received Local Authority support through the Improving Schools Programme since September 2009 and in September 2010 was identified by the Local Authority as a school causing concern.

**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 of the Education Act 2005, Her Majesty's Chief Inspector of Schools (HMCI) is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The overall effectiveness of the school is inadequate because pupils' attainment is too low and their progress is much too slow to address the considerable underachievement by groups of pupils, for example that of the boys, particularly in writing. While senior leaders have been effective in reducing the amount of unsatisfactory teaching, there is still too much that is satisfactory and they have not increased sufficiently the amount of good or better teaching; overall teaching is inadequate. While safeguarding policies and systems are in place, they are not monitored with sufficient rigour. Almost a third of the staff have yet to undertake child protection training and the school does not undertake regular risk assessments apart from those involving school visits. The school occupies a very large site and the lack of adequate supervision at break times means that pupils are at potential risk of bullying by their peers. These deficiencies should be addressed as a matter of urgency.

The headteacher and deputy headteacher, supported by the local authority, have introduced strategies to improve the quality of teaching. However, teaching is not yet sufficiently challenging for all groups of pupils and the lack of a clear analysis of the progress of different groups of pupils means that teachers do not target these pupils accurately. Teachers do not all use assessment information well enough to ensure work matches pupils' prior attainment. Pupils behave well in lessons and are keen to learn but teachers often spend too long talking to pupils and leave too little time for them to complete tasks. While there are a few good examples of marking that identifies how pupils might improve their work, assessment is too inconsistent to have any significant impact on pupils' progress. The planned curriculum provides pupils with a satisfactory range of experiences and pupils enjoy the small, but increasing, number of after-school clubs which enhance their learning experiences. The leadership and management of the ARP are good, and as a result pupils who access this effective provision often make good progress.

The senior leaders have introduced systems to track pupils' progress and these are providing more information as to whether individuals are making sufficient progress

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in specific year groups. The system is not yet used well enough to identify the progress of different groups such as boys and girls and those from different minority ethnic backgrounds. Consequently, resources are not targeted accurately enough. Partnerships with outside agencies provide those pupils who attend the ARP with effective pastoral support but other partnerships have little impact on improving outcomes for pupils. Given weak safeguarding procedures, the effectiveness of care, guidance and support is inadequate.

The school's improvement plan is focusing on raising the quality of teaching but lacks clarity around staff involvement in the improvement process. The governing body is failing to challenge and support the school and is not fulfilling its statutory duties. While a community cohesion plan has been prepared, there has been no attempt at evaluation to determine its impact on pupils' awareness of people from different backgrounds. Ineffective monitoring means the governing body is also failing to ensure that all pupils have equality of opportunity and that there is no discrimination.

Self-evaluation is broadly accurate; however, there is an over-reliance on senior leaders to embed ambition or drive improvement. This is compromising the school's capacity to sustain improvement. Middle leaders do not have the experience or skills to enable them to support senior leaders and to drive improvement quickly enough.

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

- Ensure safeguarding arrangements meet government requirements by:
  - immediately implementing regular risk assessments for school activities and reviewing them on a frequent basis
  - immediately providing adequate supervision at break and lunchtimes
  - providing child protection training for all staff as soon as is practical.
  
- Improve the quality of teaching in all year groups by:
  - ensuring teachers make more effective use of data about pupils' prior learning when planning lessons
  - providing all pupils, particularly the more able, with work that is consistently challenging
  - ensuring greater consistency in teachers' marking and that best practice is shared across the school
  - providing a better balance between the time used by the teacher for explaining activities and the amount of time pupils have for completing tasks
  - ensuring lesson activities are better targeted on groups of pupils who are underachieving, for example boys in writing.
  
- Improve the effectiveness of leadership and management by:
  - developing the skills and experience of middle leaders so they are effective in raising the quality of teaching

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- improving systems for identifying the progress made by pupils from different groups
- improving planning and evaluation for community cohesion and for ensuring all pupils have equal opportunity
- making more effective use of others who work with the school to improve pupils’ achievements
- ensuring the governing body provides effective challenge and support for the school in order to bring about improvement.

## Outcomes for individuals and groups of pupils

**4**

Pupils’ attainment on entry to the school is above average. In national tests taken at the end of Year 6, pupils’ attainment in English and mathematics has been low since 2009. Current attainment is still too low and inspectors’ observations of lessons and analysis of pupils’ work show that they are making insufficient progress overall. Although more opportunities for them to write at length have been introduced, boys in particular are making slow progress and insufficient challenge is inhibiting the progress of the more-able pupils. Where pupils are particularly stimulated, they make better progress, for example, in the writing of both boys and girls in work on the Blitz. Pupils are keen to work with one another and, in the better lessons, there are good opportunities for them to discuss their ideas. For example, Year 4 pupils made good progress in making an electrical circuit through collaborative working. In mathematics, pupils’ mental arithmetic skills develop satisfactorily but their problem-solving skills are weaker. Pupils who speak English as an additional language and pupils with special educational needs and/or disabilities make the same inadequate progress as their classmates. However, pupils who are in the ARP make at least satisfactory progress during the targeted literacy sessions because of good teaching and support.

Pupils’ spiritual, moral and social development are satisfactory; pupils have a clear understanding of right and wrong and they make a satisfactory contribution to the school and community through work on the school council and through charitable and fund raising activities. Their awareness of people from different cultures and backgrounds is more limited. Pupils have an improving awareness of the need to stay fit and healthy but have relatively few opportunities at break times for them to engage in physical activities. Most pupils say they feel safe in school but a few expressed concerns regarding boisterous behaviour in the playground.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b> Taking into account:	<b>4</b>
	4

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Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>4</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>

## How effective is the provision?

Though inadequate teaching has been reduced, there is insufficient good teaching and too much that is satisfactory. Pupils are not challenged sufficiently to make up lost ground. Lesson activities are not always chosen with needs of different groups of pupils in mind; for example, opportunities to focus writing activities on the interests of boys are missed. Teachers frequently give pupils too much information and do not expect enough of them. Lessons lack pace with teachers spending too long explaining activities and requiring more-able pupils to listen unnecessarily while activities are being explained to others. Teachers do manage pupils well and this ensures their generally good behaviour in lessons. There are a few examples of good marking which clearly identify the next steps for learning, but monitoring of this has been ineffective: it has not resulted in all staff adopting a consistent approach. Teaching of pupils in the ARP is consistently good, the result of well-targeted activities that meet the needs of these pupils.

The curriculum is broad and balanced and makes a satisfactory contribution to pupils' personal development. There is an appropriate focus on the core subjects of English and mathematics. Improvements mean the planned curriculum is adequately matched to pupils' needs, but when it is applied teachers do not fine-tune lesson activities sufficiently; the issue is one of teaching rather than the curriculum itself. Opportunities to develop writing and mathematical skills through other subjects are increasing. There are good opportunities for artwork, for example paintings of the Blitz produced by Year 6 pupils as part of their Second World War project, and the recently formed choir demonstrated their good singing during the Remembrance service held in school. Visits and visitors add to the pupils' enjoyment of the curriculum.

<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

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Pupils in the ARP are provided with a good level of well-targeted support that helps to develop their confidence. Learning support staff provide satisfactory support for pupils with special educational needs and/or disabilities in lessons but are sometimes inhibited because teachers’ planning does not always demand enough of these pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

The headteacher has a clear picture of the school’s strengths and weaknesses and, together with the deputy headteacher, has made a start on improving the quality of teaching. However, teaching remains inadequate overall. Teachers are keen to improve but some staff in leadership positions lack skills in evaluating and raising the quality of teaching, and in sharing best practice, so that all lessons are sufficiently challenging for pupils. This is seriously affecting the pace of improvement in teaching. The recently appointed special educational needs coordinator has made a good start in monitoring the progress of pupils who have learning difficulties. However, strategies are too recent to have had any significant impact upon attainment.

Senior leaders have successfully introduced tracking procedures which are providing teachers with a clear picture of individual and class progress in each year group and they are using this information to set targets for improvement. However, the monitoring process is not rigorous enough to ensure the school meets these targets. The gap in performance between boys and girls has not been narrowed sufficiently because school leaders do not analyse the progress of different groups sufficiently well and have not undertaken an evaluation of the policy on equal opportunities. Strategies for ensuring pupils develop an awareness of other cultures have not been evaluated; as a result promotion of community cohesion is inadequate.

Few governors are frequent visitors to the school and the governing body does not have a comprehensive understanding of the school’s provision or any of the current progressive changes taking place. Governors have engaged support from the local authority but have not been effective in ensuring the school has used the support to bring about adequate improvements, nor in ensuring the school has sufficiently rigorous safeguarding procedures. Consequently, they do not support and challenge the leadership effectively.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

The proportion of parents and carers returning questionnaires is above that usually seen. Most parents and carers are happy with the provision their school makes for their children and many commented on the improvements since the arrival of the current headteacher. A small number commented on incidents of bullying or behaviour. The inspection team found that pupils behaved well in lessons and at playtimes their behaviour was satisfactory. However, inspectors also found that the lack of adequate supervision at break times increased the risk of bullying, a concern expressed by a number of pupils, and parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Iver Heath 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	50	50	46	4	4	0	0
The school keeps my child safe	61	56	44	41	2	2	0	0
The school informs me about my child’s progress	57	53	50	46	1	1	0	0
My child is making enough progress at this school	36	33	58	54	11	10	1	1
The teaching is good at this school	43	40	59	55	4	4	0	0
The school helps me to support my child’s learning	39	36	61	56	5	5	0	0
The school helps my child to have a healthy lifestyle	33	31	67	62	5	5	1	1
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)	29	27	62	57	5	5	0	0
The school meets my child’s particular needs	36	33	61	56	8	7	1	1
The school deals effectively with unacceptable behaviour	28	26	66	61	7	6	1	1
The school takes account of my suggestions and concerns	31	29	67	62	5	5	2	2
The school is led and managed effectively	43	40	58	54	3	3	1	1
Overall, I am happy with my child’s experience at this school	48	44	51	47	7	6	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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.**



13 November 2011

Dear Pupils

### **Inspection of Iver Heath Junior School, Iver Heath SL0 0DA**

Thank you for welcoming us to your school when we visited recently and for sharing your views when we spoke with you and in the questionnaires some of you completed. You told us that you mostly enjoy school and taking part in the clubs and visits. We saw that most of you behave well in lessons and are polite. Some of you say that not all pupils behave well in the playground and some of you had concerns about bullying.

We have found that the school is not improving as well as it should to give you a good enough education. As a result, we feel that your school needs special measures to help it improve more quickly. This means that other inspectors will visit the school each term until it is providing you with at least a satisfactory education.

These are the main things that we have asked those in charge of the school to do.

- Improve its procedures to make sure you are all safe in school.
- Develop the skills of all leaders so they can help to monitor the work of the school more effectively.
- Boost the quality of teaching so that you all make at least good progress.
- Make better use of information about how well all groups of pupils are progressing.
- Improve the way it ensures all pupils have equal opportunities and the way it helps you learn more about people from different backgrounds.
- Work more effectively with partner organisations to help you make faster progress.
- Ensure that governors help and support the school better.

You can all help by producing your best efforts and working with your teachers to talk about your work and make it challenging.

Yours sincerely

Paul Edwards  
Lead inspector

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