

Juniper Hill School

Inspection report

Unique Reference Number	110299
Local Authority	Buckinghamshire
Inspection number	325129
Inspection date	26 February 2009
Reporting inspector	Derek Watts

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	436
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Debbie Kite
Headteacher	Mrs Hilary Nohavicka
Date of previous school inspection	13 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Churchill Close Flackwell Heath High Wycombe HP10 9LA
Telephone number	01628 523 536
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how well the school has improved pupils' presentation and the pace of learning in lessons since the last inspection
- how well information and communication technology (ICT) is used to support teaching and learning
- how good provision is in the Early Years Foundation Stage, and how well children are progressing.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Juniper Hill is a much larger than average primary school. The vast majority of pupils in this popular and oversubscribed school are from a White British background. Very few pupils, proportionally, speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has a 10-place unit, known as The Department, for pupils with physical disabilities. A higher than average proportion of pupils have a statement of special needs. A low proportion of pupils are eligible for free school meals. There is Early Years Foundation Stage provision for children in Nursery and Reception. A new deputy headteacher was appointed in September 2008.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Juniper Hill is a good school. There are outstanding aspects to its work. Children in Nursery and Reception get off to a good start because of the good provision. In Key Stages 1 and 2, pupils achieve well because of good teaching and an outstanding curriculum. By the end of Year 6, standards are above average. Excellent care, guidance and support, and a very positive school climate, lead to outstanding personal development and well-being of the pupils. All groups of pupils are successfully included in this harmonious school and progress well. A parent summed up the school nicely, 'Juniper Hill is a fantastic, inclusive and very caring school with good academic standards.'

Effective leadership and management contribute considerably to the high-quality provision and the positive outcomes for pupils. The headteacher provides very strong leadership and is building on the school's success effectively. With her staff, she has created a very positive atmosphere for pupils to learn in. The new deputy headteacher has settled in well and brings good experience to the school. Key leaders of English, mathematics, science and ICT are effective in their roles. Self-evaluation is good and identifies appropriate priorities, because performance is systematically monitored and reviewed by leaders and managers. As a result, the school has a clear understanding of what it does well and what is needed for it to improve. However, indicators to measure the success of resultant actions are not sharply focused on outcomes for pupils. Community cohesion is promoted well, as demonstrated by the school's very positive ethos and its strong partnerships with other agencies. The school is successfully meeting the needs of different groups of pupils. The way that pupils from The Department are fully integrated into the school is an outstanding feature of this inclusive school. The parents correctly commented, 'A very well run community school' and 'The ethos has always been inclusive'. Governors are supportive and possess a good understanding of the school's performance. This enables them to offer constructive challenge. Improvements already made to Early Years Foundation Stage, and improved standards by the end of Year 2, demonstrate that the school has a good capacity to improve.

The school clearly has the confidence of its parents, and the vast majority of them are extremely pleased with both the care and the education provided for their children. They are particularly pleased with the inclusive ethos, the approachability of the headteacher and staff, pupils' progress, the good teaching and the curriculum. Typical comments from the parents' questionnaire included: 'Delighted with Juniper Hill', 'A highly inclusive school', 'My children make consistently good progress with the strong teaching they receive' and 'The breadth of the curriculum and extra activities is impressive'. Parents give the school considerable support.

Standards by the end of Year 2 are above average in reading, writing and mathematics, and are higher than at the time of the last inspection because of the action taken by the school. By the end of Year 6, standards are above average in English, mathematics and science. Pupils who need additional help with their learning make good progress because of the well-targeted support they receive. More-able pupils are challenged and extended, and an above average proportion of pupils attain the higher-than-expected Level 3 by the end of Year 2 and the higher Level 5 by the end of Year 6.

Pupils make good progress because of the effective teaching they receive. There are examples of outstanding practice. Teachers have high expectations of learning and behaviour. Pupils are enthusiastic learners and respond very well to their teachers' clear explanations and instructions.

As the pupils reported, 'Teachers make lessons enjoyable.' Questioning is used skilfully by teachers to challenge pupils' thinking and check their understanding. Pupils make good progress in speaking and listening because of the opportunities provided for them to discuss their ideas and express opinions. Many pupils are articulate and confident speakers. Teachers use modelling effectively to demonstrate to pupils how to create good-quality writing and improve it through editing. Assessment information is used well to plan teaching and to match activities and tasks to pupils' abilities and needs. As a result, pupils are usually challenged well and make good progress. Just occasionally, work is not suitably challenging, or tasks are too teacher-directed, and opportunities for pupils to plan and organise their own work or to work independently are missed. Pupils are set specific learning targets in literacy and numeracy so they know what they need to do to improve. The marking of pupils' work is very effective. Encouragement and praise are provided for good work, and clear comments indicate how pupils can improve. Teaching assistants are well deployed and make a valuable contribution to the learning of the pupils, particularly those with learning difficulties and/or disabilities, and those who need additional help with literacy and numeracy.

Since the last inspection, the school has made improvements to the pace of lessons and the consistency of pupils' written presentation. Most lessons proceed at a good pace, and teachers often set time limits for tasks to keep the pupils on track. A handwriting scheme has been successfully introduced which has improved pupils' writing and presentation skills across the school. Pupils take care with their work which is well organised, and they are proud of the results.

The curriculum promotes good academic progress for pupils and makes an exceptionally good contribution to their personal development. Provision for English, mathematics and science is effective, and contributes to the above average standards in these subjects. Themed weeks such as 'health week' and 'mathematics week' add meaning and relevance to pupils' learning. The teaching of French contributes well to pupils' language and cultural development. Health and safety education are promoted extremely well throughout the curriculum. The school offers a very good range of additional activities such as clubs and visits. These are thoroughly enjoyed by the pupils and much appreciated by the parents. Popular clubs include art, cheer leading, dance, football, gymnastics, hockey and yoga. Successful residential visits to Weymouth for Year 5 and to the Isle of Wight for Year 6 provide exciting outdoor activities as well as building pupils' personal and social skills.

The school has made good improvements to ICT provision since the last inspection. Teachers use interactive whiteboards competently to illustrate key teaching points and to demonstrate essential skills such as editing text. Pupils use the computer suite and laptops well to support their learning in a range of subjects. For example, in Year 6, pupils researched how animals are adapted to their environment and conditions. They extracted useful information and used ICT well to create detailed and illustrative accounts as part of their science studies.

Care and support for pupils are outstanding. There are highly effective procedures to safeguard pupils. As a result, pupils feel safe and extremely well cared for at school. They are also confident that there is always an adult they can turn to if they are upset or have a serious problem. Spiritual, moral, social and cultural development is good. Pupils thoroughly enjoy school and this is shown by their very keen participation in activities and their above average attendance. High expectations by staff and the excellent relationships between adults and pupils lead to outstanding behaviour in class and around the school. Pupils adopt healthy lifestyles and show an excellent understanding of the importance of healthy eating and exercising regularly. They thrive on the additional responsibilities they are given and make exceptionally good contributions

to the school and to the wider community. Members of the school council have contributed to improvements to outdoor play facilities, golden rules and playground rules. The Eco-JETs are effectively promoting conservation and recycling. The choir perform well at the local theatre and at the Royal Albert Hall. Pupils raise funds for a variety of charities. At Juniper Hill, pupils are extremely well prepared for the next stage of their education. By the time they leave, they have good literacy and numeracy skills. In addition to these, their personal and social skills are outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the school with knowledge and skills expected for their age. The Early Years Foundation Stage is well led and managed, and there have been good improvements to this area since the last inspection. Good teaching, careful attention to welfare, and an interesting range of learning activities enable children to make good progress. During the inspection, examples of outstanding teaching were seen in Reception. Children make outstanding gains in their personal and social development because of the very positive relationships established between adults and children. Children thoroughly enjoy their learning and possess positive attitudes. Learning resources are high quality and are used well to stimulate the children and promote their learning. In the main, there is an effective blend of adult-led activities and chances for children to explore, be creative and work independently. On occasions, opportunities for children to work independently are missed, particularly for the more able. There is a good range of high-quality outdoor apparatus and equipment to promote creative and physical development. However, the lack of covered areas prevents outdoor work when the weather is less favourable, but the school has plans to remedy this. By the end of Reception, standards are just above average in most areas of learning.

What the school should do to improve further

- Ensure that tasks are always suitably challenging and that opportunities for independent work are maximised.
- Measure the results of planned improvements by focusing more on their effect on pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

11 March 2009

Dear Pupils

Inspection of Juniper Hill School, High Wycombe, HP10 9LA

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school. Some aspects of the school are outstanding.

These are the main strengths of the school.

- You thoroughly enjoy school, and attendance is good.
- Children in Nursery and Reception get off to a good start.
- Your school is a very friendly and pleasant place to learn in.
- All pupils are included exceptionally well in all the school's activities.
- You are making good progress because of the good teaching you receive.
- You benefit from an excellent range of learning activities, including clubs and visits.
- Your behaviour is generally outstanding in lessons and around the school.
- You have an excellent understanding of how to keep healthy and safe.
- Staff take excellent care of you and give you very good support.
- You make very good contributions to the school and the wider community.
- Your headteacher leads the school very well. She receives good support from other senior staff.
- Your parents are very pleased with the care and education provided, and give the school strong support.

These are two areas that we have asked the school to look at to make it even better.

- There are a few occasions when your teachers could challenge you more and give you more opportunities to work independently.
- Senior staff should develop ways to check how well improvements that have been planned are working.

Finally, thank you once again for all your help. Keep up the good work. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead Inspector