

Inspection of a school judged good for overall effectiveness before September 2024: The Iver Village Junior School

High Street, Iver, Buckinghamshire SL0 9QA

Inspection dates:

7 and 8 May 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils flourish in this inclusive and nurturing school community. The school has high expectations. Staff use the established structures effectively in order to help everyone meet these. Pupils across the school show high levels of respect for others and have a highly positive attitude to learning. The Iver mission, 'Believe. Achieve. Succeed Together', is realised in all areas of school life.

From the beginning of their time at Iver, pupils are immersed in a broad and carefully designed curriculum. They take part in really meaningful activities that help them build knowledge very successfully. Those pupils who require help with their learning are supported in a sensitive, appropriate and effective way by skilled adults. As a result, most pupils achieve highly and are extremely well prepared for the next stage of their education.

The school has robust and clearly understood systems that ensure pupils are safe and feel safe. The rich personal development opportunities provided by the school promote aspiration and ambition. Pupils eagerly participate in the wide range of clubs and visits that develop their talents and interests.

Pupils enjoy their time in school and talk very enthusiastically about their learning and experiences. Parents echo their children's enthusiasm for the school with one describing it as, 'Such an amazing, caring school that supports not only the child but the parents/caregivers also.'

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

The school has constructed a highly ambitious curriculum that is firmly based on the interests and backgrounds of the pupils. Reading and mathematics are at the heart of this. Staff prioritise these subjects and provide targeted support for pupils who have gaps in their knowledge. In the wider curriculum, the knowledge pupils should learn before they leave the school is clearly laid out. As a result, pupils build on previous learning and can make connections across the subjects that they learn.

The school prioritises the professional development of all staff. Teachers have expert knowledge of the subjects that they teach. They work together to successfully ensure that the curriculum is taught consistently. Pupils, including those who have special educational needs and/or disabilities (SEND), engage deeply in their learning and quickly grasp key facts and vocabulary. They confidently remember and recall these. Teachers check on pupils' knowledge and understanding regularly and quickly address misunderstandings or gaps.

Pupils are very enthusiastic about reading and can talk confidently about their favourite authors and types of books. The school promotes stories and books at every opportunity. Well-constructed lessons help pupils to develop the skills to understand a wide variety of texts. The school's use of individualised phonics sessions supports weaker readers in catching up swiftly.

Behaviour is a strength at Iver. Pupils are calm, resilient and positive in lessons. Relationships between staff and pupils are strong and rooted in mutual respect. The behaviour policy is consistently applied, and staff manage pupils' behaviour well. This ensures a really positive learning environment. Pupils are well supervised during lunchtimes and breaktimes, and play is purposeful and inclusive. Attendance is very closely monitored and is improving due to the school's rigorous, proactive approach and effective engagement with families and external agencies.

The school very successfully promotes the personal development of all pupils. The curriculum is enhanced through a wide range of quality enrichment activities. These include clubs, visits, speakers and events that support the local community. The school ensures there is a high take up by all pupils of these opportunities. The school encourages respect for different cultures and beliefs. This reflects the school's fully inclusive ethos and helps ensure that pupils are prepared for life in modern Britain.

Leaders are strategic and reflective, fostering a culture of high aspirations and inclusion. Leaders have an unswerving belief that everyone in the community can succeed and are tireless in their endeavours to make this happen. As a result, pupils achieve well and enjoy school. Governors are knowledgeable, engaged and provide appropriate challenge and support to leaders. Staff are unanimously positive about working at the school and feel their time and efforts are valued by leaders and parents.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2016.

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	110239
Local authority	Buckinghamshire
Inspection number	10379732
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	212
Appropriate authority	The governing body
Chair of governing body	Mark Vinall
Headteacher	Jill Digweed
Website	www.iverivillage-jun.bucks.sch.uk
Dates of previous inspection	28 and 29 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school has a breakfast club and an after-school club.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- During the inspection, meetings were held with the headteacher, deputy headteacher, senior leaders and a range of school staff. The inspector also met with members of the governing body and spoke to a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of their work.

- A wide range of documents were scrutinised, including those relating to behaviour, attendance, governance and leaders' evaluation of the school and priorities for improvement.
- Meetings were held with groups of pupils to discuss their views about many different aspects of their school and to talk about their work. The inspector also held informal conversations with pupils.
- The inspector considered the views of parents submitted via Ofsted Parent View, including the free-text comments. The inspector spoke with some parents. The inspector also reviewed the responses to Ofsted's surveys for school staff.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

Inspection team

Tracy Good, lead inspector

Ofsted Inspector

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