

Iver Village Infant Academy

Address: Grange Way, Iver, Buckinghamshire, SL0 9NT

Unique reference number (URN): 149680

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, achieve well. Over time, an increasing proportion of pupils make expected progress in their phonics development. As a result, most pupils read confidently and fluently as they move through the school. Pupils develop the knowledge and skills that they need in writing and mathematics so that they are well prepared for their next steps. At times, pupils are less accurate than they could be in their writing. For example, younger children have occasional errors in their letter formation. Sometimes spelling errors are not picked up and addressed as swiftly as they could be. Leaders have appropriate plans in place to ensure that writing accuracy is more consistently prioritised. Pupils take pride in their work. They are keen to share their knowledge and to explore their ideas. Pupils with special educational needs and/or disabilities make positive progress from their starting points.

Curriculum and teaching

Expected standard 

Leaders have designed and implemented a well sequenced curriculum that allows pupils to build important skills and knowledge over time. Pupils start to develop their reading, writing and mathematical skills as soon as they join school in the early years. Pupils are familiar with their daily phonics and reading routines. They are well supported to improve and practise their skills regularly. Across the wider curriculum, teaching is effective. Staff know their subjects and, typically, make appropriate teaching choices. Pupils with special educational needs and/or disabilities (SEND) are supported well. Teachers make helpful adaptations to learning so that pupils with SEND can successfully participate alongside their peers.

Classrooms are well organised, allowing pupils plentiful access to resources that help them to learn independently. Teachers make regular checks on pupils' understanding. Often, this helps to identify and address any errors or misconceptions that pupils may have. Sometimes these checks are not as thorough as they could be, however. When this happens, staff are less clear about how secure pupils' knowledge is and errors can be missed. Leaders recognise where teaching could be more precise. They take appropriate steps to support staff in developing their expertise further.

Early years

Expected standard 

Children make a positive start to their education in the early years. Staff understand children's needs well. They ensure that appropriate support is in place, where needed, as soon as children join in Nursery or Reception Year. This allows children with special educational needs and/or disabilities (SEND) to learn successfully alongside their peers. Staff develop warm and caring relationships with children. Children are confident, happy and safe.

Leaders have established a curriculum that reflects the school context and enables children to learn and develop ambitiously. Teaching is mostly effective. Staff encourage children to develop their vocabulary through regular interactions. Generally, this allows staff to

understand how well children are learning. Occasionally, staff miss opportunities to correct misconceptions or to deepen pupils' learning through these interactions.

Children, including those who are disadvantaged and those with SEND, achieve well. They quickly establish secure foundations in their reading, writing and mathematics skills. Children develop their wider skills confidently. They enjoy the activities that staff provide to enable their physical and social development. Children cooperate well with one another. They understand the importance of taking turns and sharing. Children enjoy learning about different cultures and communities. They know how to keep themselves safe.

Inclusion

Expected standard 

Leaders understand the needs of pupils well. They swiftly and accurately identify any barriers that pupils may have to their learning or wellbeing. Leaders put in place well-matched plans to meet the needs of pupils with special educational needs and or disabilities (SEND). Staff use the information that leaders provide to shape how they support pupils. Mostly, staff reduce barriers to learning for pupils with SEND effectively. Leaders regularly review and refine support as pupils' needs change. They work well with wider professionals where specialist advice or interventions may be needed.

Leaders make effective use of pupil premium funding. They understand and address any barriers that disadvantaged pupils may face. Leaders provide suitable support to pupils who are known or who have previously been known to social care. As a result, disadvantaged and vulnerable pupils are increasingly successful in their learning and achievement. Leaders understand the wider needs within their community context well. They build highly positive relationships with families to ensure that any barriers to positive school engagement can be addressed. For example, leaders ensure that pupils within Gypsy, Roma and Traveller communities feel positively included and supported in their education.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's strengths and its priorities for further improvement. Leaders have taken swift and effective action to address these priorities. In many areas of the school's work, the impact of leaders' actions are clearly evident. For example, they have established a warm and open culture where pupils behave well, feel extremely safe and are able to thrive. In other areas of the school's work, it is too early to see the full impact of leaders' actions. For example, leaders recognise that there is more work to do to ensure that all pupils attend school as regularly as they should.

Leaders consistently make decisions that are in the very best interests of children. They work in effective partnership with trust leaders and wider professionals, regularly reviewing their work and seeking to continually improve pupils' experiences. Leaders have established highly positive relationships with parents and carers who feel valued and welcomed in the school community. Staff are proud to work in the school. They appreciate the support that leaders provide, recognising that workload is carefully considered in decision making. Leaders provide helpful professional learning opportunities to staff. This ensures that staff, including those in the early stages of their careers, have the expertise to do their jobs well.

Trustees and those responsible for governance are knowledgeable and effective in their roles. They hold leaders to account robustly, checking and challenging the school's work regularly. Governors fulfil their statutory responsibilities thoroughly.

Personal development and wellbeing

Expected standard 

Pupils are well supported in their personal development. Leaders ensure that the curriculum reinforces the school values and British values so that pupils develop character and are well prepared for the next stages of their development. Pupils learn about relationships and health education in an age-appropriate way. They have a well-developed understanding of how to stay safe. Staff regularly revisit important learning about safety at different times of the year. As a result, pupils understand the different risks associated with the weather, roads, water, cycling and poor lighting. Pupils know the qualities that make a positive friendship. They show kindness and fairness in their interactions, ensuring that everyone feels included in play. Pupils understand how to look after their bodies and minds through healthy eating, positive sleep routines and exercise. Staff provide daily opportunities for pupils to participate in activities that support their physical wellbeing.

Pupils enjoy hearing from visiting speakers about different faiths, cultures and communities. They understand the importance of treating others equally, respectfully and fairly. Pupils have an age-appropriate understanding of democracy and why this is important in society. Pupils are confident to express their views and opinions. They demonstrate a clear awareness of what is right and wrong.

Pupils benefit from a range of trips, visits and enrichment activities that enhance their school experience. Staff ensure that all pupils, including those who are disadvantaged, are able to access these opportunities. Pupils develop their sense of responsibility through a range of leadership opportunities, such as attendance monitors, kindness buddies and school council representatives. Pupils are proud to represent their school in local music events and show their consideration of others through fundraising endeavours. Pupils have their pastoral needs met well. They are confident to share their concerns with adults and can access bespoke support, where needed, to help manage their emotional needs.

Needs attention

Attendance and behaviour

Needs attention 

Some pupils do not attend school as regularly as they should. Over time, absence rates have remained high. Leaders are taking effective action to improve attendance. As a result, absence rates are starting to reduce. Most pupils recognise the importance of being in school regularly. Where this is not the case, leaders understand the barriers that cause some pupils to avoid school. They provide effective support to families to reduce these barriers. Leaders recognise that there is further work to do in ensuring that all pupils groups, and their families, understand the importance of regular attendance.

The school is calm and orderly. Pupils, from the early years upwards, understand the high expectations modelled by staff. Pupils follow the agreed school rules and consistently

behave well. Pupils demonstrate positive attitudes to learning in their lessons. During playtimes, pupils are sensible and take responsibility for their own positive behaviour choices. Pupils treat staff and their peers with kindness and respect. Pupils play happily and cooperatively together. Pupils who need additional help to manage their behaviour are well supported. Pupils and staff are very clear that discrimination and bullying are never tolerated. Any incidents of this type are very rare and are consistently well managed.

What it's like to be a pupil at this school

Pupils are happy and safe in this welcoming school. They, and their parents and carers, are warmly greeted each morning as they arrive to school. Pupils feel part of a friendly community where everyone is included. Pupils settle quickly into their daily routines with enthusiasm and independence.

Pupils understand and align to the high expectations that staff have of them. They know and model the school values of 'caring, learning, growing, ready, respectful, safe'. Pupils demonstrate kindness, courtesy and respect in their interactions. Pupils behave well. They play together cooperatively, taking turns and sharing. Bullying is extremely rare. Pupils understand the importance of laws and rules in keeping one another safe. They enjoy learning about different cultures, religions and traditions. Pupils' knowledge and attitudes prepare them well for life in modern Britain.

Children make a positive start to their education when they join the school in the early years. They learn, develop and achieve well. Children build secure foundations in their reading, writing and mathematics skills. This helps them to be ready for the next stages of their learning. Across the school, pupils enjoy their lessons and show positive attitudes to learning. They appreciate the broad range of activities and opportunities available to them. Pupils learn to be responsible citizens from a young age. For example, 'eco-warriors' encourage their peers to take care of the environment. Most pupils attend school regularly and participate fully in school life.

Staff know pupils well and understand their needs. They build positive and trusting relationships with pupils. Staff effectively reduce any barriers that pupils may have to their learning and wellbeing. As a result, pupils with special educational needs and/or disabilities and those who are disadvantaged make positive progress from their starting points.

Next steps

- Leaders should continue to work with families to improve attendance.
 - Leaders should ensure that pupils are consistently well supported to develop accuracy in their spelling and handwriting.
 - Leaders should ensure that assessment is used consistently well across the school to identify and address pupils' misconceptions.
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About this inspection

This school is part of The Park Federation Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Abell, and the trust is overseen by a board of trustees, chaired by Muralee Nair.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the school leadership team, members of staff, groups of pupils, trust leaders, representatives from the local governing body and representatives from the board of trustees.

Inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school provides before- and after-school care for pupils.

Principal: Kelly Wright

Lead inspector:

Tash Hurtado, His Majesty's Inspector

Team inspector:

Paul Shaughnessy, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 7 July 2026

School and pupil context

Total pupils

157

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

27.48%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.46%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.84%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.2%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	36.3%	13.0%	Above
2023/24 (3 term)	28.3%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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