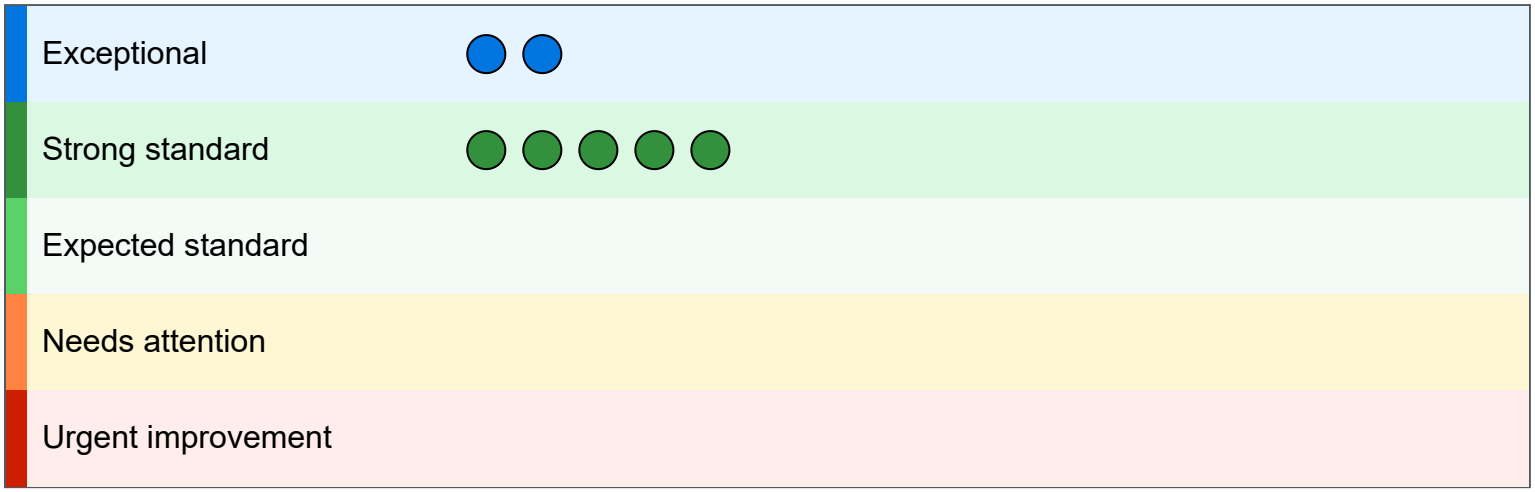
Juniper Hill School

Address: Churchill Close, Flackwell Heath, High Wycombe, Buckinghamshire, HP10 9LA

Unique reference number (URN): 110299

Inspection report: 22 September 2026



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.

Exceptional

Attendance and behaviour

Exceptional

Leaders are clear that excellent attendance is required. They monitor attendance rigorously. There is a secure understanding of the barriers that some pupils may face in attending regularly. The work that they do to support both pupils and their families is transformational in promoting high attendance across the school. Pupils' attendance rates are significantly above national figures for all groups, including for those pupils who are looked-after or previously looked-after. This is due to leaders' pivotal work in ensuring every pupil gets the tailored support they need to remove barriers to high attendance. For example, leaders employ technology innovatively to ensure that vulnerable pupils who are unable to attend lessons still benefit fully from classroom learning.

Pupils' behaviour is excellent. All pupils are happy, achieving very well and flourishing. Pupils are polite and respectful, and all lessons are focused fully on learning. The school's collaborative learning approach contributes significantly to pupils' ability to work with others, listen, cooperate and build highly meaningful relationships. The school's vision and values centre around its commitment to all pupils having exactly what they need to achieve and thrive. Staff training is an integral part of this and, as a result, staff are experts at identifying and supporting every aspect of pupils' behaviour. Pupils are taught to share, self-regulate, support and manage. Staff have impressive knowledge and expertise that permeates through the school. This ensures that pupils are extremely well prepared for the realities of life both now and in the future. This impact is for all, but the impact for those who have barriers to learning, including pupils who are looked-after or previously looked-after and those pupils in the additionally resourced provision, is truly transformative.

Personal development and wellbeing

Exceptional

Leaders' ambition that all pupils will be fully prepared for the realities of life in modern Britain is expertly threaded through the personal development offer. This is firmly linked to the school's behaviour ethos and values. Leaders see emotional wellbeing and preparedness as a right for all pupils in the school. This goes far beyond discrete weekly lessons and is deliberately woven through the curriculum. Leaders are agile in adapting the personal development curriculum. For example, the school's bespoke life-skills teaching is deliberately adjusted in response to emerging issues and the views of pupils, addressing topics such as bereavement, online safety and self-harm. As a result, pupils develop exceptionally detailed and remarkably mature knowledge across the personal development curriculum.

Pupils learn about democracy by participating meaningfully with debates and voting as part of their leadership responsibilities in school. They are incredibly proud of the contributions they make through a range of roles, including pupil parliament, Juniper cabinet members, the sweeping committee, class representatives and gardening club. Participation for all groups is prioritised, with additional support given to those pupils who require it. All pupils talk maturely and confidently about the contributions they make in school and their sense of pride and belonging. They are committed to all aspects of this wider work because they know they are listened to and are part of all decisions about the way the school runs. This is

highly impactful for all pupils, but especially for those who have additional barriers to overcome. They know they are valued and that they make a difference.

Pupils also speak with maturity about diversity, going beyond recalling experiences or activities, talking about how these experiences have taught them about their responsibilities towards others. They express their aspirations and make clear links between what they learn now and the adults they could become. They are remarkably well prepared for life in modern Britain as a result of this school's ethos and offer.

Strong standard

Achievement

Strong standard

Pupils achieve very well. They take pride in their learning and articulate it with enthusiasm. Pupils secure the foundational knowledge they need in reading, writing and mathematics, and this is evident in both the quality of the work they produce and its presentation. This is also the case for those pupils with special educational needs and/or disabilities and those who are disadvantaged. These pupils make excellent progress from their starting points.

Published outcomes do not reflect pupils' high achievement because the numbers represented are very small. Across subjects, leaders ensure that all pupils, whether in the mainstream or the additionally resourced provision, are very well prepared for the next steps in their learning and the challenges they may face. For example, pupils are reflective, articulate and confident. By the time pupils leave Year 6, they are very well prepared for their secondary education.

Curriculum and teaching

Strong standard

The school has a curriculum that is skilfully tailored to the needs and context of its pupils. The precise knowledge that leaders want pupils to learn is clearly sequenced across all curriculum subjects to help pupils to build on and deepen their knowledge over time. This detail also provides teachers with all the information they need to deliver every lesson consistently and to develop their own detailed subject knowledge. As a result, all subjects are delivered consistently using the school's agreed approaches to teaching. Pupils know what is expected of them, and this supports classrooms to be focused on learning. Teachers demonstrate clearly how pupils can achieve well in the tasks that are set. Vocabulary development and oracy skills are expertly interwoven. Pupils practise subject-specific vocabulary in lessons to further deepen their understanding and prepare them well for future learning.

There is a precise focus on pupils securing the foundational knowledge and skills that they need in reading, writing and mathematics, and this starts from Reception. Teachers expertly revisit past learning and check on pupils' current learning to ensure that these important concepts are secure.

Disadvantaged pupils, those with special educational needs and/or disabilities and pupils who use the additionally resourced provision are supported highly effectively through the

school's adaptive approach.

Early years

Strong standard

In early years, the school's behaviour expectations, inclusive ethos and values begin. Children make an extremely positive start, which helps them to feel part of the school community as soon as they begin. In the first weeks, staff carefully teach children the school's expectations and demonstrate the routines of school life, so that children feel a sense of belonging and are ready to learn from the start.

The curriculum is detailed and well sequenced across all areas of learning. Staff have detailed knowledge around what each child needs to learn to be very well prepared for Year 1. The focus on the foundations for reading, writing and number is taught, practised and embedded. Those children with barriers to their learning and interactions are supported highly effectively through bespoke plans and interventions to close gaps quickly.

The early years classrooms are calm and well-thought-out spaces. Learning is well planned, and children remain engaged and focused on activities for extended periods. They work well with their peers and are supported to communicate effectively. Adult interactions are of very high quality. Adults model language, narrate play and extend children's ideas through highly effective questioning. These impactful interactions enrich children's learning effectively and support their development and understanding across all areas of learning.

Inclusion

Strong standard

Leaders have an unwavering oversight of inclusion. It is central to the school's ethos. Well-established systems and procedures ensure that leaders identify any barriers to learning that pupils may have. Leaders' keen attention to detail and their unwavering moral responsibility to get it right for all mean that they prioritise swift, timely and precise support. Leaders use their astute knowledge of individual pupils to ensure that staff have the appropriate information and training to enable them to expertly support pupils' specific needs. Leaders have also made very deliberate decisions for those pupils who attend the additionally resourced provision, The Nest, to ensure precise and highly bespoke reasonable adjustments are in place. For example, they have adjusted timings to the rest of the school to help create a calm start and end to each day and have a 'buddy' class in the main school to support that sense of belonging.

Leaders have developed excellent partnerships with external agencies to enable them to maximise their offer. For example, their work with the virtual school to support those pupils who are looked-after and/or previously looked-after is exemplary. Additionally, funding is used with keen attention to detail to provide a complete package for every pupil. As a result, all pupils, including those with special educational needs and/or disabilities as well as those who are disadvantaged, are supported highly effectively and make excellent progress from their starting points, whether in The Nest or in the mainstream.

Leaders' use of alternative provision is also carefully considered and planned appropriately to ensure it will have the maximum impact for any pupils who attend.

Leadership and governance **Strong standard**

This is a school where pupils' best interests are at the heart of all leaders' decisions. Leaders here are fully committed to overcoming any barriers pupils may have to support them to thrive, both now and in the future. This drives all leaders' plans. For example, leaders have further strengthened their approach to monitoring pupils' progress to enable more strategic links between pupils' individual needs, the progress of groups and next steps. This is seamlessly interwoven into leaders' priorities for improvement and staff professional learning to maximise impact. Staff are fully aware of the school's priorities, and their professional learning is systematically targeted to provide them with the knowledge and expertise required to continue to drive school improvement.

Governors work closely with leaders to ensure that astute decision-making leads to consistently embedded processes and procedures across the school. Governors fulfil their statutory responsibilities very well.

Staff are extremely positive about the support and high-quality training that they receive from leaders. One member of staff echoed the views of many, reporting they are 'very lucky to work here'. Parents are also positive about school. They report happy children, consistent communication and friendly and approachable staff across all groups, including for those whose children face additional barriers to their learning.

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

Juniper Hill is a school that embodies inclusion and is a place where all pupils flourish.

Pupils are safe here. They know there are adults to help them and that they are always there for them when they need it. The school's ethos and values are front and centre to all its work to support pupils, including those with special educational needs and/or disabilities, as well as those with other barriers to their learning. Pupils show resilience in learning, and they work hard in lessons. There is a buzz of enjoyment in all that goes on in the school due to the strength of relationships that are evident between pupils and staff and between peers. Pupils' maturity and understanding support them to articulate learning confidently. They achieve well across the curriculum and are very well prepared for their future learning and life in modern Britain.

Pupils receive truly exceptional support to learn the school's high expectations of behaviour and how to manage their own wellbeing. This means that they embody the true meaning of being respectful and polite global citizens. They learn this through the safety of school experiences, a vast array of trips and visits and thoughtful life experiences. For example, leaders identified pupils did not have an understanding of difference and protected characteristics. As a result, they introduced books to celebrate the similarities, differences and rights of their school community. Pupils now understand this deeply and talk confidently about those aspects of a person's life that must be protected in society. There is no reported bullying here, because pupils understand why this is unacceptable. They show remarkable acceptance and empathy.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work across all areas of the school and seek continued development, including embedding their more streamlined analysis system to help them to examine impact more effectively.

About this inspection

The inspectors confirmed the following information about the school:

The chair of the board of governors in this school is Timothy Waterworth.

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

Inspectors spoke with the headteacher, the assistant headteachers, staff and 6 members of the governing body, including the chair and vice-chair, during the inspection.

The inspection took place on 22 and 23 September 2026.

The school includes provision for pupils with social, emotional and mental health needs. It provides additional resourced provision (ARP) for 12 pupils.

The school currently makes use of 2 alternative provisions, one of which is unregistered.

The school has undergone a significant change since the last inspection, with the opening of the ARP.

Headteacher: Claire Garnett

Lead inspector:
Samantha Ingram, His Majesty's Inspector

Team inspectors:
Mineza Maher, Ofsted Inspector
Andy Yeoman, Ofsted Inspector
Ruth Murad, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

431
Well above 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: 268

School capacity

420
Above 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)

8.82%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

3.94%
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: 4.1%

Pupils with special educational needs (SEN) support

8.82%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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)

Resourced provision and SEN unit

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (final)	85%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	95%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	92%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S
2023/24 (final)	71%	46%	Above
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	71%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	71%	58%	Above
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	86%	59%	Above
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	71%	67%	4 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	71%	80%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	71%	78%	-6 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	86%	79%	6 pp
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	3.6%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.3%	5.9%	Below

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)	4.6%	13.0%	Below
2023/24 (3 term)	7.0%	14.6%	Below
2022/23 (3 term)	9.5%	16.2%	Below

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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