

Inspection of Tylers Green Middle School

Cock Lane, Tylers Green, High Wycombe, Buckinghamshire HP10 8DS

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to this inclusive school. Pupils benefit from the school's high ambitions and expectations. They want to learn new things and are eager to share their knowledge. Pupils achieve well due to the ongoing improvements made by leaders. As a result, pupils are remembering more of what they have been taught.

Pupils behave well. The school is a happy place to be. Pupils enjoy attending and are motivated to learn. They have warm, mutually respectful relationships with everyone in the school. Staff teach pupils the skills they need to resolve disagreements using 'conflict conundrums'. This leads to social times that are harmonious because pupils take care of each other and their environment.

Pupils across the school love taking on the different roles that they are all given. These include 'well-being mentors' and 'school counsellors'. These roles help pupils to learn about and value being responsible citizens who have an important role in their school community. Pupils also benefit from a rich set of experiences that develop their understanding of the world around them. These include visits to local places of worship.

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

The school acts decisively to raise standards and embed change. Thus, the school continues to improve. This is seen in the very strong published outcomes in 2024. There is a clear and compelling shared vision. This leads to a strong culture of continuous staff improvement. Everyone works collaboratively to make sure that changes impact positively on pupils. Staff value the actions taken to help them to manage their workload and well-being, for example changes in the expectations around marking and the purpose of these.

The school's well-sequenced curriculum sets out the steps of knowledge that pupils need to learn. The school prepares pupils well for their next steps in learning at each key stage. There is a clear ambition for pupils, including for pupils with special educational needs and/or disabilities (SEND), to achieve well. The school quickly identifies pupils' individual needs. This means adaptations in lessons for pupils with SEND are well linked to their individual needs across the curriculum. As a result, pupils with SEND achieve well.

Reading is prioritised highly. Staff are well trained to help any pupils who struggle. Catch-up activities give pupils the valuable practise they need. Pupils learn to become fluent and confident readers, enjoying a range of fiction and non-fiction books. The school ensures that staff show pupils how to use their reading knowledge in their writing. This helps pupils to produce more accurate writing than they did previously. This success is also seen in mathematics. The school ensures that pupils master essential mathematical concepts securely. Most pupils apply their skills adeptly to solve advanced problems and investigations.

Staff have strong subject knowledge. This helps them to explain and model ideas well to pupils. In many subjects, the school ensures that pupils have understood what has been taught. Staff support pupils to address any mistakes or misunderstandings they may

have. However, in some other subjects, the school does not always check that pupils have understood and remembered what has been taught well enough. This means that pupils in these subjects do not achieve as well as they could.

Pupils focus well on their learning. Staff consistently apply the school routines and procedures, based around the school's expected learning behaviours. The school works effectively with parents and carers and external agencies. This helps pupils who need support to improve their behaviour. For example, pupils learn how to adapt their behaviour in different situations effectively. The school checks pupils' attendance rigorously. When attendance dips, it acts swiftly to address this. As a result, pupils' attendance is above the national average for all groups of pupils.

Pupils' personal development is exceptional. The school provides extremely strong welfare and pastoral support steered by the school's values. The school's extensive nurture provision identifies and addresses the social and emotional needs of each pupil effectively. Pupils have an excellent understanding of the fundamental British Values. They demonstrate their secure understanding of them by the way they display tolerance towards others. Pupils talk with a deep comprehension about the importance of having positive mental health and ways to support this.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school does not always check effectively whether pupils have remembered what has been taught. This means that pupils' misconceptions and gaps are not always identified as quickly as they could be. As a result, pupils do not achieve as well as they could in these subjects. The school needs to ensure that effective strategies are used to check pupils' understanding so they can build and connect knowledge over time.

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	110303
Local authority	Buckinghamshire
Inspection number	10379735
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	256
Appropriate authority	The governing body
Chair of governing body	Owen Brangwin
Headteacher	Sam Isaacs
Website	www.tylersgreenmiddle.bucks.sch.uk
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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 inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with representatives of the school's governing board and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, music and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also took account of the responses to the confidential online staff survey and gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors reviewed a range of the school's documentation, including leaders' plans for improving the school, minutes from governing board meetings, records of attendance and behaviour incidents.

Inspection team

Neil Pilsworth, lead inspector

His Majesty's Inspector

Claire Britnell

Ofsted Inspector

Phil Sherwood

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025