

Tylers Green Middle School

Inspection report

Unique Reference Number	110303
Local Authority	Buckinghamshire
Inspection number	356716
Inspection dates	28–29 September 2010
Reporting inspector	Hugh Protherough

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Mrs Jean Stidwell
Headteacher	Miss Sue Smithin
Date of previous school inspection	12 June 2008
School address	Cock Lane Tylers Green High Wycombe HP10 8DS
Telephone number	01494 812465
Fax number	01494 812741
Email address	office@tylersgreenmiddle.bucks.sch.uk

Age group	7–11
Inspection dates	28–29 September 2010
Inspection number	356716

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They observed a total of 17 lessons and 11 teachers. They observed the school's work, and looked at samples of pupils' work, documents such as the school improvement plan and curriculum and lesson planning, the tracking of pupils' progress and 138 questionnaires completed by parents and carers. Inspectors met with parents, governors and staff. In addition to informal conversations in lessons, they held meetings with the school council and groups of pupils from Years 3 and 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether recent high levels of attainment have been sustained, especially in English and mathematics, and whether groups such as those with special educational needs and/or disabilities make sufficient progress from their starting points.
- The extent to which teachers are making better use of assessment data to ensure work is well matched to pupils' abilities and whether there is evidence of high levels achievement in subjects beyond English and mathematics.
- The impact of the work of senior and middle leaders on improving provision and pupils' outcomes.

Information about the school

The school is of average size for a primary school. The majority of pupils live in the village and about a third come from further afield. Most pupils are of White British background. A range of other groups are also represented, the largest of which are Mixed White and Asian, Asian and Asian British Indian. No pupils are at the early stages of learning English. Very few pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is slightly below average, but above average for those with statements of special educational needs. A new headteacher took up post in September 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that has made some important improvements since the previous inspection. Attainment has risen and the results of the national tests show that the performance of Year 6 pupils in English and mathematics is high in comparison with national averages. This is because teaching has improved and pupils are being more consistently challenged, especially in these subjects. Inspectors' analysis of pupils' current work confirms that they are making good progress from their starting points and are achieving well in a wide range of subjects, regardless of background or ability. Underpinning these improvements is a more rigorous and searching analysis of the school's test and assessment data that is accurately informing all aspects of self-evaluation and driving school improvement planning. There is good capacity to improve.

At the heart of this success lies an outstanding commitment to community shared by pupils, staff, governors and parents and carers. The governing body has an excellent oversight of the work of the school and is highly effective in harnessing the talents of individual governors in supporting and challenging the staff team. Stakeholders' views are canvassed regularly and inform priorities for school improvement. This emphasis on consultation and debate is an excellent preparation for pupils as citizens of tomorrow. The impact of this is evident in the wide-ranging activities undertaken by pupils both in and out of school and their growing appreciation of communities beyond their own. Pupils express high levels of confidence in the ways that adults at school look after them and have an excellent appreciation of the importance of their own actions and behaviour in keeping safe. They are polite and helpful, and demonstrate considerable enthusiasm for learning.

Whilst teachers' day-to-day assessment of pupils is improving it is not yet firmly established in all classes, especially in subjects other than English and mathematics. As a result, work is not always firmly matched to abilities. Marking supports and encourages pupils, but does not always tell them how to improve their work or enable them to re-visit it to consolidate learning.

Governors have provided excellent support to the headteacher and staff in shaping a vision that is successfully driving improvement, most notably in pupils' wide-ranging achievements. A new management structure has been introduced to ensure leadership roles are more fully distributed. Most middle leaders have made a secure start to their work and can evaluate pupils' attainment, but approaches to monitoring provision and its impact on achievement are inconsistent.

What does the school need to do to improve further?

- Improve the accuracy of teachers' day-to-day assessments so that:

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- work in lessons is always closely matched to pupils' abilities marking tells pupils how to improve and offers opportunity to re-visit and consolidate learning.
- marking tells pupils how to improve and offers opportunity to re-visit and consolidate learning.
- These features should be present in 80% of lessons by April 2011.
- Improve the consistency with which middle leaders evaluate the impact of the school's provision on sustaining pupils' achievements by:
 - establishing a sharper focus to monitoring activities such as work analysis and lesson observations
 - ensuring the findings of monitoring activities are evaluated, understood by staff at all levels and used systematically to inform improvement priorities across the school.
- These features should be evident in the work of the new leadership teams by July 2011.

Outcomes for individuals and groups of pupils**1**

Pupils are enthusiastic learners who apply themselves diligently at work and at play. They are proud of their school and the outstanding sense of community was clearly in evidence when large numbers of former Year 6 pupils brought back last year's work for the inspectors to view. These books and folders, along with pupils' current work, confirm the high levels of attainment suggested by national test results. They also show the good progress made by pupils in applying their well-developed literacy and numeracy skills in interesting and varied work throughout the curriculum.

Practical activities frequently enliven pupils' learning, for instance when working practically in science to measure force and up-thrust, or when using role play to explore ideas and responses in literacy. Year 6 pupils seize opportunities for independent working and through projects such as writing their autobiographies they are developing the ability to work over a long period of time to produce high calibre work. A further strength of these open-ended challenges is that pupils frequently conduct research with parents, carers, family friends and the wider community as well as making extensive use of new technologies. Occasionally in lessons such as geography and history the use of worksheets and identical tasks for all pupils limits progress, especially for the more able.

Conversations with pupils reveal excellent understanding of the important contribution each individual can make to sustain a harmonious community. Pupils of different backgrounds get on well with each other, and there is good awareness of the different cultures and faiths that make up British society. Whilst daily worship enables pupils to ponder life's deeper questions, informal opportunities for quiet reflection are less evident.

Pupils feel extremely safe, secure and valued. They behave well and offer a polite and courteous welcome to visitors. Observations of vulnerable pupils, such as those with physical or learning difficulties, show they are well cared for and helped to develop independence and to play a full part in the life of the school. School data show they make good progress from their starting points.

Pupils have a good appreciation of what it means to live a healthy life. They enjoy physical education lessons and many take part in the good variety of after-school sports and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

exercise clubs provided at the school. Attendance is above average and punctuality is excellent.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school's curriculum offers a good breadth of exciting activities that successfully enable pupils to apply their well-developed skills of literacy and numeracy in other subjects. This has a positive impact on learning. Teachers are adept at finding ways to engage pupils' interest by creating links between subjects. Art, music and the use of new technologies help to bring learning alive.

The teaching observed during the inspection was good. Relationships between staff and pupils encourage a positive ethos for learning. Pupils respond positively to teachers' high expectations for hard work and neat presentation. Most lessons progress at a brisk pace. The use of teachers' specialist expertise in subjects such as mathematics, French and music enhances pupils' learning. Teaching assistants make a valuable contribution to learning, especially when working alongside groups and individuals, such as those with special educational needs and/or disabilities. The impact of their work at the start of lessons when teachers are introducing work is occasionally less effective.

Lesson planning is detailed and usually identifies appropriate objectives so that pupils understand what they are expected to learn. However, not all work is sufficiently well

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

matched to pupils' abilities, especially in subjects other than English and mathematics. On these occasions objectives are less precise and pupils are not always clear about how to succeed. Approaches to marking lack consistency. Though teachers write encouraging comments, they do not always tell pupils how to improve or ensure there is opportunity to re-visit and consolidate recent learning.

Good attention is given to all aspects of care, guidance and support. The school provides a welcoming environment that celebrates pupils' work. Effective links with parents and carers and a range of agencies such as health and other services ensure prompt support for vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the previous inspection there has been concerted effort by the headteacher and governors to ensure that staff at all levels understand their responsibilities as leaders and managers. An initial survey offered a helpful baseline of the staff's views that has informed subsequent discussion and training. As a result there is a shared vision and commitment to ensuring the best possible outcomes for pupils, reflected in improved teaching and a profile of rising attainment.

The review of the staff's roles has led to the creation of a new and improved management structure. Whilst middle managers hold a strong sense of accountability in their areas of responsibility and a good grasp of pupils' outcomes, most are at any early stage in developing the monitoring skills necessary to build an accurate oversight of the quality of provision across the school. As a result, current monitoring tends to be descriptive rather than sharply evaluative.

Governors have an excellent oversight of the work of the school. They have risen to the challenge of the previous report. They are regular visitors to classrooms and consult widely with pupils and parents and carers to ensure stakeholders' views inform the priorities of the school improvement plan.

The school takes effective action to promote equality of opportunity. Pupils' progress is tracked with rigour and as a result the performance of individuals and groups is more widely understood than at the time of the last inspection. The headteacher holds regular meetings with all teachers to check the progress of pupils in their classes and to make sure no-one falls behind. In the past two years there has been successful action to improve the performance of boys in writing and there is a current focus on examining the progress of girls in mathematics.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The school is a highly cohesive community. It is well regarded within its local community and pupils make strong contributions through their involvement in citizenship programmes and charitable activities. Pupils also talk with considerable insight about their links with a school in London and another in Kenya. These types of experience add valuable new dimensions to pupils' learning and prepare them very well for life in a socially and culturally diverse society.

The school adopts recommended good practice for all aspects of risk assessment and the safeguarding of pupils. The headteacher and staff work productively with other agencies to support the specific needs of individual pupils and their families.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Inspectors agree with the large majority of parents who express strong satisfaction with the work of the school. A small minority feel their views are not always taken into account and would like better information about their children's progress. Inspectors judge that the school is receptive to diverse views and takes these into account when planning new initiatives. It has acted promptly to modify pupils' annual reports as a first step towards improving the quality of information about their progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tylers Green Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 138 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	54	59	43	4	3	0	0
The school keeps my child safe	72	52	65	47	0	0	0	0
My school informs me about my child's progress	40	29	77	56	11	8	0	0
My child is making enough progress at this school	44	32	78	57	7	5	0	0
The teaching is good at this school	51	37	79	57	0	0	0	0
The school helps me to support my child's learning	47	34	78	57	9	7	0	0
The school helps my child to have a healthy lifestyle	55	40	78	57	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	33	76	55	1	1	1	1
The school meets my child's particular needs	49	36	69	50	10	7	0	0
The school deals effectively with unacceptable behaviour	42	30	79	57	7	5	1	1
The school takes account of my suggestions and concerns	39	28	76	55	11	8	0	0
The school is led and managed effectively	54	39	70	51	6	4	0	0
Overall, I am happy with my child's experience at this school	62	45	68	49	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 September 2010

Dear Pupils

Inspection of Tylers Green Middle School, High Wycombe, HP10 8DS

Thank you very much for your warm and friendly welcome during the recent inspection of your school. It was a pleasure to meet you all. The many conversations we had with you helped us find out all about the school.

You told us Tylers Green Middle is a good school and we agree. From the moment we arrived we were impressed by your good behaviour. You are polite and courteous and work hard in lessons. You get on well with the staff and as a result make good progress in your work. By the time you transfer to secondary school the standard of your work in English and mathematics is high. The school works hard to make sure you are safe and well cared for and that you get the help you need to do well. You also have lots of opportunities to keep fit and stay healthy and it's good to see so many of you joining in these activities after school.

We were particularly impressed by the way you take responsibility around the school, for the work you do in your local community and your links with schools in London and Kenya. Your thoughtful observations show just how important these experiences are in helping you to learn about communities elsewhere.

There are one or two things we want to happen that will make Tylers Green Middle an even better school. We have asked teachers to check that in every lesson they set you work that is not too easy (or too hard!) and to make clear what it is you have to do to succeed. When they mark your work we want them to tell you what to do to make it even better. We are asking teachers to work together to check more closely that these things are happening, and I would not be at all surprised if they asked for your views too? I am sure you can help.

A number of pupils who left school in July brought back their work for the inspectors to look at. If you know who they are please say 'Thank you'? it really helped us appreciate the exciting things you get up to at school. Enjoy the year ahead!

Yours sincerely

Hugh Protherough Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.