

Inspection of a school judged good for overall effectiveness before September 2024: Tylers Green First School

School Road, Penn, High Wycombe, Buckinghamshire HP10 8EF

Inspection dates:

19 and 20 November 2024

Outcome

Tylers Green First School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Tylers Green First School has a lovely, warm, welcoming feel. There is a strong sense of community, both within the school and beyond. The school's vision of 'children at the heart of the school, the school at the heart of the village' is central to life at Tylers Green. Pupils are happy and value the high level of support and care they receive from their teachers. Pupils describe the school as 'safe, fun and brilliant'.

The school has extremely high expectations for behaviour. Pupils understand the importance of good manners and being kind to each other. Relationships between staff and pupils are supportive and trusting. As one pupil said, 'They really care about you here.' Bullying is not something that pupils worry about.

Pupils are well prepared for the next stage of their education and, overall, achieve well. Pupils spoke about the wide range of opportunities that are available. They enjoy clubs such as drama, kickboxing and tennis. Pupils enjoy the educational visits staff plan, including the trip to a wildlife park and attending the village Remembrance Day event. These experiences help to deepen their learning.

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

The school has developed an ambitious curriculum for all pupils. In many subjects, it is well structured from early years to Year 2. The school has focused on improving teaching through purposeful professional development. Effective teaching enables pupils to learn the intended curriculum effectively. Pupils achieve well and are well prepared for their next stage of education.

However, in a few subjects, the school's work to reorganise what pupils will learn is at an early stage. In these few subjects, pupils do not learn as well as they could. The school has identified this, and there is a clear strategy to develop the curriculum in an organised and structured way.

Reading is at the forefront of the curriculum. The school has implemented a well-sequenced phonics curriculum. Children are taught to read as soon as they join the Reception Year. Phonics is taught skilfully and consistently across the school by well-trained staff. Those who fall behind receive support and catch up quickly. Reading is taught well. Pupils love to visit the well-resourced library and choose high-quality texts. This helps to motivate pupils to read often.

Pastoral care is a strength of the school. Many parents appreciate the focus on pupils' well-being. Well-trained staff provide therapeutic care for pupils in the 'Rainbow Room', a multisensory area. The school is dedicated to finding the best for every pupil. As soon as children start in the early years, the school works closely with families to identify children's needs and find ways to help them learn. Staff continuously develop their own professional understanding by learning more about effective provision for pupils with special educational needs and/or disabilities. As a result, teachers skilfully adapt learning experiences and give pupils the help they need to experience success.

The school's commitment to develop pupils' character is strong. This ensures that pupils are active citizens within their community. Pupils are proud of the leadership roles they have the opportunity to fulfil, such as on the school council and being 'buddies' for the Reception children. They take pride in these roles and carry out their duties with care and attention. Through trips, visitors and outdoor learning they develop an understanding of the wider world. Pupils know how to keep themselves healthy, as well as how to stay safe online and in the wider community. An extensive enrichment offer is also in place, bringing learning to life through themed days and sporting events.

The school has high expectations for how pupils should behave. Pupils' learning is not disrupted by others. Adults regularly praise pupils for being excellent role models and demonstrating the school values. Pupils value the rewards they receive, including the 'Top Table' award in the dining hall and the weekly certificates. As a result, the school is calm and orderly. The school prioritises attendance. The school has rigorous and supportive systems in place that ensure pupils' attendance remains high.

Leaders, including governors, want the best outcomes for all pupils. Staff feel valued at the school and all are proud to work at Tylers Green. The school is considerate of the workload and well-being of staff. There is a great collaborative team spirit, with staff supporting each other well. Parents speak highly of the school, and one parent said, 'A really wonderful, inclusive school who treat each child as an individual.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum thinking is not as well developed in a few subjects. This makes it difficult for teachers to address any gaps in learning as swiftly as they could. Pupils are not able to recall what they have learned and make links to new learning. The school must continue the work on the curriculum and ensure that it is as effective in all subjects as it is in the strongest.

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 February 2015.

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	110255
Local authority	Buckinghamshire
Inspection number	10341272
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair of governing body	Mark Patterson
Headteacher	Jude Talbot
Website	www.tylersgreenfirst.co.uk
Date of previous inspection	13 March 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in January 2020.
- There have been significant changes to the governing body since the previous inspection.
- The school does not currently use any alternative provision.

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 his evaluation of the school.
- During the inspection, the inspector met with the headteacher and the assistant headteacher. The inspector also met with representatives of the governing body, including the chair of governors. He talked to a representative of the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector gathered evidence to explore the impact of pupils' behaviour and the school's wider curriculum.
- The inspector looked at the school's own evaluation and development plans.
- 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.
- The inspector considered the views of parents submitted via Ofsted Parent View, including the free-text comments. The inspector reviewed the responses to Ofsted's surveys for school staff and pupils.

Inspection team

David Harris, lead inspector

Ofsted Inspector

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