

Tytherington High School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 111402 |
| Local authority | Cheshire East |
| Inspection number | 378297 |
| Inspection dates | 9–10 November 2011 |
| Reporting inspector | Sue Harrison HMI |

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

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| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 1,144 |
| Of which number on roll in the sixth form | 202 |
| Appropriate authority | The governing body |
| Chair | Nick Carter |
| Headteacher | Kevin Harrison |
| Date of previous school inspection | 18 March 2009 |
| School address | Manchester Road Macclesfield SK10 2EE |
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. They observed teaching and learning in 43 lessons, taught by 42 teachers, and held meetings with staff, governors and students. They observed the school's work, and looked at a range of documents, including the school's development plan and safeguarding documents, and 266 parental questionnaires, as well as questionnaires completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The sustainability of the improvement in examination results in 2011, following a decline in 2010.
- The impact of staff development to improve teaching and use of assessment information.
- The extent to which strengths in care, guidance and support have been maintained since the previous inspection.
- The level of progress of students in the sixth form.

Information about the school

The school serves the north-east of the town of Macclesfield, the small town of Bollington, and surrounding areas. Nearly all students are White British. The proportion of students known to be eligible for free school meals is below the national average. The number of students with special educational needs and/or disabilities is around average. The school has specialist status in science.

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

The school was inspected in 2009 and judged to be good. In 2010 its examination results declined. However, this decline was reversed in 2011. Inspectors found students to be making good progress in the majority of subjects, although not all are yet achieving to their full potential. Students who enter the school with higher-than-average attainment make particularly good progress against their starting points. Since 2009, the school has improved further students' attendance and behaviour, both of which are good. Students continue to make an outstanding contribution within the school and the local community, and show good levels of respect for other people. The school is characterised by a warm and welcoming atmosphere, where staff and students work well together.

A large majority of teaching in the school is good or better, and over a quarter of lessons observed were outstanding. The use of assessment to support learning has improved since the previous inspection and is good in lessons. The school does not sufficiently share the good practice that exists in many areas in marking students' work, and ensuring all students know what level of attainment they are achieving against their target grades. The curriculum continues to be good, with new courses being introduced where appropriate to better meet the needs of some learners, for example in the science department. Care, guidance and support remain an outstanding feature of the school and contribute significantly to students' well-being and personal development. The school has recently taken action to strengthen links between academic and pastoral support.

The school is well led and managed. Self-evaluation is strong. Since the previous inspection, the school has experienced a period of uncertainty in the senior leadership team, due to illness and secondment. Despite this period of uncertainty, the school reacted quickly and effectively to rectify the decline in standards in 2010. A strong middle leadership team enhances the work of the senior team. Governors have a very clear understanding of the areas for development as well as the strengths of the school, and have been quick to act to address the senior leadership situation. Leadership and management of the sixth form are outstanding and outcomes are good and improving. Inspectors judge that the school has good capacity to maintain the improvements in 2011 and build on this further.

What does the school need to do to improve further?

- Ensure that students of all ability levels reach their full potential, by continuing to improve the use of assessment systems and intensifying academic support where potential underachievement is identified.
- Monitor carefully the impact of actions outlined in the school development plan to improve further the quality of provision, in particular the effectiveness of links between academic and pastoral systems.

Outcomes for individuals and groups of pupils

| |
|---|
| 2 |
|---|

Students apply themselves well in lessons. They work hard and want to do well. They are keen to participate and most of them show a genuine interest in subjects, asking additional questions and checking their understanding. As a result they develop a good understanding of topics being studied and produce a good standard of work. A very small minority of students are less well engaged and this impedes their progress.

In 2010, the standard of work was not as good as in previous years and progress was satisfactory rather than good for too many students. Examination results declined to below the national average, reversing a trend of above average results in previous years. In 2011, the proportion of students gaining five or more GCSEs at grades A* to C, including English and mathematics, improved significantly and returned to above the national average. The attainment levels of students on entry to the school vary across year groups but overall are around the national average. Observations during the inspection, and the school's own monitoring, show that the improvement in 2011 is being sustained and that achievement is good. The majority of students are making good progress in most subjects. Where this has not been the case, for example for some students in science, action has been taken and inspectors found good progress in these lessons. Students with higher attainment on entry do particularly well at the school. The majority of students with special educational needs and/or disabilities make good progress as a result of carefully tailored support.

Students enjoy coming to school. Behaviour and attendance have both improved further since the previous inspection. Students make an impressive contribution to the school and the local community. They develop an outstanding understanding of healthy lifestyles and a high proportion take part in exercise activities. Students acquire a good range of work-related skills, including how to communicate well with others and work in teams. The proportion of students not in work, further education or training after leaving school is very low. Students feel safe in the school, they show a good level of respect for other people and a satisfactory understanding of other cultures.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| 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 | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| 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 |

How effective is the provision?

The large majority of teaching is planned well to meet the needs of students in the group. Teachers set high expectations in the classroom and use their subject knowledge well to enthuse students. Most lessons include a good range of teaching and learning strategies to help motivate students and develop their understanding. Inspectors saw examples of outstanding teaching in a range of subjects, where teachers used practical activities imaginatively to reinforce learning and make the lesson interesting. The effective use of computer technology in the classroom has improved since the previous inspection. Inspector findings concurred with the school's self-evaluation that around a quarter of lessons are satisfactory, but are not as effective at engaging interest or helping students of different abilities to understand the work.

The use of assessment to support learning has improved since the previous inspection and is good overall. Inspectors saw the benefit of staff development to increase the effective use of assessment in the classroom. Teachers generally use questions well to check understanding and develop higher-order thinking skills. They ensure students understand the criteria for achieving at different levels. Target setting and monitoring are well used in most cases, but occasionally students are unsure of whether they are reaching their target. In general, books are marked frequently and contain useful guidance on how to improve further, but this is not universal across the school.

The school continues to develop its curriculum well. It has maintained a significant strength noted at the previous inspection in the breadth and take up of its enrichment activities. In the lower school, students enjoy themed projects across different subjects, such as the comparison of their life with a child in China currently being studied in humanities. In the upper school, the range of BTEC courses is being extended to better meet the needs of some students. Courses in engineering and performing arts are popular. A greater proportion of students are studying BTEC

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

science courses this year. All students continue with a modern foreign language throughout their time at the school, and the proportion gaining a qualification in these subjects is well above the national average. Well-planned, targeted days make a good contribution to students' personal development. Students receive additional support for literacy where appropriate and this is generally effective; the school has recognised the need to review strategies for the small number of students with the most complex literacy needs.

Care, guidance and support are outstanding. Transition arrangements are very good at each stage. Extensive links with primary schools help new students to settle quickly into the school, and equally effective arrangements are employed for students who join at a later stage. Students receive very good advice and guidance to help them choose options as they move through the school. Links with external agencies are excellent and this, together with extensive support systems in the school, ensures a high standard of pastoral support for all students. Work to address the social needs of students in danger of becoming disaffected and dropping out of school is exemplary. The school recognises the need to make closer links between pastoral support and its academic monitoring systems, and two academic mentors have been appointed to facilitate this.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: | |
| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The school has experienced some difficulties since the previous inspection: changes within the senior leadership team and a dip in performance in 2010. However, it responded quickly and effectively to these challenges. Strengths within the middle management of the school contributed well to this process in assisting senior leaders. A well founded development plan has been formulated to improve further the quality of provision. It is important this is monitored carefully to check the impact of actions being taken. Monitoring of teaching and learning is good and managers have a clear understanding of strengths and areas for development.

The governing body is effective at ensuring that the school is held to account. It works well with parents, carers and other stakeholders and uses their views to formulate strategy. Partnership working is well developed and used effectively, for example in developing the curriculum and providing support services. There is good promotion of equality of opportunity. This is a very inclusive school. It is particularly successful at ensuring learners with high prior attainment, and those students whose circumstances make them the most-vulnerable learners, achieve very well. It recognises the need to do more to ensure other learners reach their full potential. Good attention is paid to safeguarding procedures, which are thorough. The school provides a safe, welcoming environment for learning. Since the previous inspection, the school has increased the opportunities for students to learn about other cultures

and inspectors saw excellent examples of this in a few lessons, but this work needs to be extended further.

Self-evaluation is strong. Although the school's self-evaluation document awarded higher grades than inspectors to some aspects of the school, discussion during the inspection showed leaders, managers and staff are aware of areas for development. They are committed to bringing about further improvements and well-founded plans are in place. The school delivers good value for money.

These are the grades for the 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 | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| 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 | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Sixth form

This is a popular and successful sixth form. The number of students in the sixth form is rising and the great majority of students who start on a course complete it. The standard of students' work is above average and students make good progress against their starting points. Examination results show a trend of improvement in terms of the proportion of students gaining high grades. Students thoroughly enjoy their sixth-form experience. Teaching is good and provides an effective balance between developing independent learning and research skills, and academic support. The curriculum is good. It offers a wide range of GCE courses, and a number of alternative pathways. This includes the 'finance academy' provision, an interesting partnership with employers which enables students to gain a BTEC qualification and engage in work-related activities, including internships. The school intends to diversify further its advanced curriculum, and offer more opportunities at intermediate level. Enrichment is excellent and students benefit greatly from the positions of responsibility they hold in the school, their work in the community and their high level of involvement in running clubs and other activities. As in the main school, support for students is excellent. This includes very effective guidance arrangements to help students make the right choice at the end of Year 11 and for when they leave school. A high proportion of learners gain places at university, including those ranked as the most prestigious. Leadership and management of the sixth form are outstanding, leading to good outcomes for learners, which are improving each year.

These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth Form | 2 |
| Taking into account: | |
| Outcomes for students in the sixth form | 2 |
| The quality of provision in the sixth form | 2 |
| Leadership and management of the sixth form | 1 |

Views of parents and carers

Parents and carers who responded to the Ofsted questionnaire are very positive about the quality of provision, the outcomes for learners and the leadership and management of the school. A number of respondents praised the way students are settled into the school and the support they receive. A small minority of parents and carers feel that their child could be making more progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tytherington High 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 266 completed questionnaires by the end of the on-site inspection. In total, there are 1,144 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 111 | 42 | 141 | 53 | 11 | 4 | 1 | 0 |
| The school keeps my child safe | 119 | 45 | 137 | 52 | 1 | 0 | 3 | 1 |
| The school informs me about my child's progress | 115 | 43 | 130 | 49 | 12 | 5 | 0 | 0 |
| My child is making enough progress at this school | 100 | 38 | 145 | 55 | 12 | 5 | 1 | 0 |
| The teaching is good at this school | 84 | 32 | 163 | 61 | 10 | 4 | 1 | 0 |
| The school helps me to support my child's learning | 65 | 24 | 161 | 61 | 25 | 9 | 3 | 1 |
| The school helps my child to have a healthy lifestyle | 67 | 25 | 160 | 60 | 25 | 9 | 2 | 1 |
| 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) | 104 | 39 | 139 | 52 | 8 | 3 | 2 | 1 |
| The school meets my child's particular needs | 92 | 35 | 153 | 58 | 9 | 3 | 3 | 1 |
| The school deals effectively with unacceptable behaviour | 88 | 33 | 143 | 54 | 19 | 7 | 1 | 0 |
| The school takes account of my suggestions and concerns | 59 | 22 | 150 | 56 | 23 | 9 | 2 | 1 |
| The school is led and managed effectively | 93 | 35 | 157 | 59 | 5 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 120 | 45 | 132 | 50 | 8 | 3 | 2 | 1 |

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



11 November 2011

Dear Students

Inspection of Tytherington High School, Macclesfield, SK10 2EE

As you know, we recently visited your school and I am writing to tell you about our findings. Thank you for helping us to find our way around and giving us your views. We agree with what many of you told us, that this is a good school. It is friendly and welcoming and the great majority of students enjoy coming to school. It was good to see how behaviour and attendance have improved even further since the previous inspection. You participate well in lessons and are keen to learn. Examination results were not as good in 2010 as in previous years, but increased to above average again in 2011. We judge that you are making good progress in the majority of lessons, although not everyone is reaching their full potential yet. We were impressed by your level of participation in activities outside lessons and we think you are gaining a good set of skills to help you in the future. Those who carry on into the sixth form achieve very well, and others successfully move to other education, training or employment. We agree with you that you receive excellent guidance and support. We think you show good respect for other people and are pleased you are learning about different cultures in some of your lessons. In order to improve the school further, we have asked the leadership team to:

- make sure that all students make the maximum progress they are capable of
- check that actions in the school development plan to bring this about, such as better links between your academic and pastoral support, are successful.

May I take this opportunity to wish you all the best for the future.

Yours sincerely

Sue Harrison
Her Majesty's Inspector

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