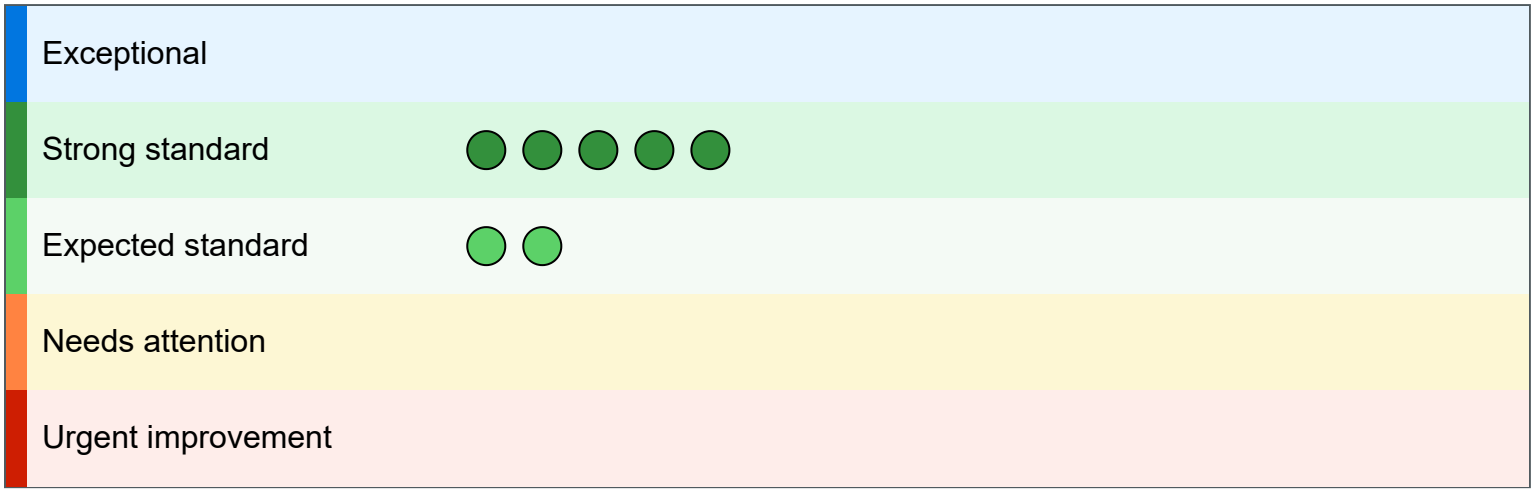
Tytherington School

Address: Manchester Road, Macclesfield, Cheshire, SK10 2EE

Unique reference number (URN): 140791

Inspection report: 9 June 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.

Strong standard

Curriculum and teaching

Strong standard

Leaders have crafted an ambitious curriculum that allows pupils to build up their knowledge effectively over time. When necessary, leaders supplement this curriculum at key stage 4 so that pupils, particularly those with special educational needs and/or disabilities (SEND), can study towards appropriate qualifications that allow them to access aspirational education, employment or training opportunities after secondary school.

Teachers use highly effective strategies to ensure that pupils, including those facing barriers to their learning, can access their lessons. This involves carefully considered explanations and tasks that are informed by what pupils remember from previous lessons. Teachers consistently use a range of ways to check pupils' understanding. When gaps in knowledge are identified, teachers routinely address these by reteaching content or supporting pupils in small groups. These adaptations are paired with high expectations for pupils to work hard. As a result, pupils, including those with SEND and those who are disadvantaged, know more and remember more as they move through the curriculum.

Some pupils find reading, writing or numeracy particularly difficult. Leaders and teachers identify this quickly. They provide a range of support, including additional help in lessons and one-to-one support with specialist teachers. This support pinpoints the exact aspect of pupils' fundamental knowledge that is missing, equipping them with what they need to access learning in other subjects.

Inclusion

Strong standard

Leaders ensure that pupils with barriers to their learning or wellbeing receive highly effective support. As a result, pupils, including those with special educational needs and/or disabilities, access and benefit from the full curriculum.

Leaders have a clear and accurate understanding of pupils' needs. They identify needs quickly and work closely with external professionals, including the local authority's virtual school, to put effective support in place. Additional funding, including the pupil premium, is used strategically to support disadvantaged pupils with their learning and wellbeing. Leaders keep a close eye on whether this support is effective, quickly making changes to ensure it is as helpful as possible. Staff receive high-quality training and understand how best to reduce barriers to learning. This helps staff to adapt their practice successfully.

A higher-than-average proportion of pupils have education, health and care plans. Some of these pupils have notable gaps in their learning from prior educational experiences. Leaders address this through effective teaching, high expectations and a supportive culture. Consequently, these pupils study the same ambitious curriculum as their peers and are closing gaps in their knowledge quickly.

Leaders use alternative provision appropriately. Pupils who attend this provision make sound progress towards their individual targets and are supported to re-engage with learning.

Leadership and governance

Strong standard

Leaders and those responsible for governance share a clear vision of high expectations and inclusive education. They have high aspirations for all pupils, including those who face challenges in their lives. Leaders rigorously monitor all aspects of the school's provision and use this information to understand the school's strengths and priorities. Trustees provide valuable challenge and support. They ensure that leaders' decisions are carefully considered and well thought out. Trustees ensure that leaders have the resources they need to implement changes. As a result, leaders' actions are highly effective and lead to notable improvement. For example, examination results for pupils who are eligible for free school meals are improving rapidly. Persistent absence has also reduced sharply over time.

Staff benefit from a well-designed programme of professional development. Training supports teachers, non-teaching staff and leaders. Leaders ensure that training reflects school priorities. They check on its impact and provide additional support where needed. This has led to more consistent, high-quality teaching. Consequently, pupils, including those facing barriers to learning or wellbeing, make sustained progress through the curriculum.

Leaders and trustees build positive relationships with staff. They consider workload and wellbeing carefully. Staff feel supported and confident to raise any concerns. Leaders also work with local primary schools and trusts to support pupils' smooth transition into secondary school. They develop powerful links with post-16 providers. Leaders work with local organisations to widen pupils' experiences, including through careers guidance and local projects. Parents and carers value the school's communication and celebrate the positive experiences that their child has at this school.

Personal development and wellbeing

Strong standard

Personal development is a significant strength of the school. Leaders have created an inclusive culture where pupils are encouraged to 'be involved', resulting in high rates of participation in the rich extra-curricular and wider development programme. Pupils benefit from an impressive range of clubs and enrichment activities, including yoga, boxing, street dance and sign language. Leaders intentionally design this offer to ensure there is 'something for everyone'. Pupils enthusiastically try new experiences when they join the school.

Pupils benefit from extensive opportunities to develop leadership skills, a sense of responsibility and social awareness. These include work on the eco-committee, wellbeing groups and volunteering in the local community. Sixth-form students support hospital visiting programmes and work alongside a local disability charity. Pupils also access a wide range of cultural experiences through theatre visits, music performances, international trips and academic competitions.

The school promotes respectful relationships and inclusion very effectively. Pupils develop a keen understanding of the ways in which people might experience discrimination in society. They passionately debate the importance of equality. Leaders ensure that pupils know how to keep themselves safe, both online and offline. Pupils value the school's welcoming and supportive environment. They feel safe and listened to. Leaders emphasise emotional

wellbeing and mental health. For example, pupils worked with an NHS trust on a wellbeing campaign where they learned about giving practical support and guidance to their peers.

Leaders' highly ambitious careers programme prepares pupils well for their future pathways. They benefit from expert advice and tailored guidance that helps them to make informed decisions, alongside opportunities to experience the world of work for themselves. Increasing numbers of pupils progress successfully to prestigious universities, ambitious further education courses or highly sought-after apprenticeship placements.

Post 16 provision

Strong standard

Leaders have carefully designed an ambitious sixth-form programme. This allows students to thrive during, and beyond, their post-16 education. Teachers craft their lessons to deepen students' understanding of complex ideas. When necessary, teachers provide additional support for students who may struggle with their learning. Consequently, students, including disadvantaged students and those with special educational needs and/or disabilities, articulate in-depth knowledge of what they have been taught.

The vast majority of students complete A-level courses. In these qualifications, students make better-than-average progress. The small number of students who take vocational courses make progress that is similar to the national average.

Leaders have crafted a personal development programme. This teaches students about the wider world and prepares them for independence. Consequently, students are equipped with the skills to succeed in their future lives. Students enjoy a range of clubs and activities including chess club and raising money for charities.

Leaders provide comprehensive careers education for students. This allows students to visit local employers, universities and complete work experience placements. Students benefit from one-to-one interviews and receive bespoke help when applying for their next destinations. Students, including disadvantaged students and those with SEND, access and sustain ambitious destinations after leaving the sixth form.

Expected standard

Achievement

Expected standard

Thanks to the school's highly effective teaching and inclusive strategies, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, develop secure knowledge across the curriculum. They articulate a clear understanding of what they have been taught and make progress from their starting points.

GCSE results for all pupils are generally very positive. Disadvantaged pupils' GCSE results are currently in line with the national average and have been improving over time. Students in the sixth form consistently attain very positive grades in their A levels.

Pupils who have gaps in their knowledge of reading, writing or numeracy benefit from targeted support. As a result of this help, pupils improve their knowledge in these areas. Most pupils quickly and successfully gain the knowledge and skills that they need to support their learning across the curriculum.

As pupils build knowledge through the curriculum, they gain the understanding and qualifications needed to access appropriate future destinations.

Attendance and behaviour

Expected standard

Leaders have high expectations for both attendance and behaviour. They closely track pupils' attendance, including the attendance of vulnerable groups of pupils. When appropriate, staff support pupils to help them overcome any barriers to regular attendance. This includes contact with home, meetings with parents and carers away from the school and, when necessary, support from other professionals. As a result, pupils' overall attendance, including for disadvantaged and pupils with special educational needs and/or disabilities, has improved and is similar to the national average. Leaders' work on reducing persistent absence has been notable, particularly for the most vulnerable groups.

The rules and routines that leaders promote are well embedded. Staff support pupils to meet these high expectations. This includes praising positive conduct, ensuring that negative choices have a consequence and providing individual support for pupils who struggle with their behaviour. Consequently, the school is a calm, safe and respectful place where bullying and unkind behaviour are rare. When these incidents do happen, leaders respond quickly and effectively.

Disruption in lessons is rare. Pupils actively engage in their learning and enjoy building their understanding of the subjects they study. Pupils show self-discipline and independently make sensible choices about their behaviour.

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

Pupils and students are proud to belong to this school. They understand that leaders and staff have high expectations of them. Pupils also accept that these expectations prepare them well for their future. The school is calm, and pupils feel supported by staff. Pupils attend regularly. Lessons are rarely disrupted, and pupils engage well with their learning. They conduct themselves with maturity and respect. Pupils speak confidently to visitors and explain why they enjoy school. When incidents of unkind behaviour or bullying occur, staff deal with them quickly and effectively. Pupils feel safe.

Pupils develop a secure and deep understanding of what they learn through very effective teaching. Pupils who face challenges to their learning or wellbeing are confident to ask for help. The support that pupils receive from teachers helps them to access their learning. As a result, pupils, including pupils with special educational needs and/or disabilities, make progress through the curriculum. Results in national examinations, including A-level qualifications, are positive. Pupils leave the school well prepared for their next steps and move on to ambitious destinations.

There are a wide range of extra-curricular opportunities that pupils benefit from. Pupils in Years 7 and 8 participate in the elective programme, which helps them to develop new interests. Pupils contribute to the student parliament and learn how to work with others and express their views respectfully. They also take part in sports and social activities, where they build positive relationships. Students in the sixth form participate in voluntary work and support younger pupils with their studies. The personal development programme helps pupils to understand the world around them. They learn to recognise different perspectives and develop a strong commitment to equality and respect for others.

Next steps

- Leaders should strengthen their efforts to identify and tackle barriers to attendance so that rates of attendance for all pupils continue to improve to consistently high levels.
- Leaders should continue to embed their strategies to ensure the achievement gap between disadvantaged and non-disadvantaged pupils narrows further.

About this inspection

This school is a single academy trust. The trust is run by the chief executive officer and headteacher, Emmanuel Botwe. There is also a trust board who oversee the running of the school. This board is co-chaired by Trevor Langston and Dr Edward Griffen. The trustees also perform the role of governors at this school.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

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 trustees, the headteacher and other senior leaders during the inspection. Inspectors also spoke with groups of pupils and staff. Inspectors also considered the responses to Ofsted's surveys, including Ofsted Parent View.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of one registered alternative provision.

Headteacher: Emmanuel Botwe

Lead inspector:
Tom Theobold, His Majesty's Inspector

Team inspectors:
Alyson Middlemass, Ofsted Inspector
Helen Friend, His Majesty's Inspector
Louise McComas, Ofsted Inspector
Richard McGuire, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 9 June 2026

School and pupil context

Total pupils

1,416
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: 1,067

School capacity

1,214
Close to 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: 1,154

Pupils eligible for free school meals (FSM)

18.65%
Below average

What does this mean?

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

National average: 28.9%

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

5.72%
Well above 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: 3.09%

Pupils with special educational needs (SEN) support

8.76%
Below average

What does this mean?

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

National average: 13.4%

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)

No resourced provision

What does this mean?

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

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	53.5%	45.4%	Close to average
2023/24 (final)	58.7%	45.9%	Above
2022/23 (final)	53.1%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	50.1	46.1	Close to average
2023/24 (final)	49.9	45.9	Close to average
2022/23 (final)	48.6	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.09	-0.03	Close to average
2022/23 (final)	-0.02	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	32.4%	25.8%	Close to average
2023/24 (final)	18.2%	25.8%	Close to average
2022/23 (final)	20.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	36.9	34.9	Close to average
2023/24 (final)	30.3	34.6	Close to average
2022/23 (final)	29.7	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.69	-0.57	Close to average
2022/23 (final)	-0.88	-0.57	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	32.4%	53.1%	-20.7 pp
2023/24 (final)	18.2%	53.1%	-35.0 pp
2022/23 (final)	20.0%	52.4%	-32.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	36.9	50.4	-13.6
2023/24 (final)	30.3	50.0	-19.7
2022/23 (final)	29.7	50.3	-20.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.69	0.16	-0.86
2022/23 (final)	-0.88	0.17	-1.04

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	91%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	35.33	35.00	Close to average
2023/24 (final)	38.32	34.38	Above
2022/23 (final)	36.92	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.3	0.0	Above
2023/24 (revised)	0.2	0.0	Above

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)	6.6%	8.4%	Below
2023/24 (3 term)	7.0%	8.9%	Below
2022/23 (3 term)	9.8%	9.0%	Close to average

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)	13.8%	23.4%	Below
2023/24 (3 term)	17.3%	25.6%	Below
2022/23 (3 term)	25.2%	26.5%	Close to average

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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