

INSPECTION REPORT

TYTHERINGTON HIGH SCHOOL

Macclesfield, Cheshire.

LEA area: Cheshire

Unique reference number: 111402

Headteacher: Mr R A Robinson

Reporting inspector: Val Lynch
[1475]

Dates of inspection: 9th – 11th October 2000

Inspection number: 224005

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 19
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Knight
Date of previous inspection:	2 nd October 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tytherington High School is an 11-18 comprehensive school serving the north east of Macclesfield and the small town of Bollington about three miles away. The area served by the school is relatively socially advantaged although around 15 per cent of pupils come from a nearby estate, which does experience some anti-social behaviour. With 1,214 pupils on roll, 184 in the sixth form, it is larger than other secondary schools and larger than at the time of the previous inspection in 1995. The school is over-subscribed. There are slightly more boys than girls in Key Stage 3 and slightly more girls than boys in Key Stage 4. More girls than boys remain at the school to study in the sixth form.

The attainment of pupils when they join the school in Year 7 is average. There are 10.7 per cent of pupils on the special educational needs register, which is well below the national figure; 1.5 per cent have statements of special educational needs. A small number of pupils in each year experience difficulties in sustaining good behaviour. The percentage of pupils who have English as an additional language or who are from minority ethnic groups is very low at around one per cent. There are no children of traveller families.

The percentage of pupils eligible for free school meals is 8.4, which is low when compared with the national average. This is a slight increase on the percentage at the time of the previous inspection and is an increase on the 1999 figure.

The school is part of the National Key Stage 3 pilot, designed to support staff in improving pupils' key skills in literacy, numeracy, science and information and communications technology and to develop thinking skills.

HOW GOOD THE SCHOOL IS

Tytherington High School is a very good school. Test and examination results are always above the national average because teaching is very good. There is strong and effective leadership that ensures that the school is developing strengths in all aspects of its work. The school provides very good value for money.

What the school does well

- Test and examination results, including those in the sixth form, are consistently better than the national average.
- Teaching is good or better in nine out of ten lessons.
- The new Headteacher has strengthened the management of the school.
- Pupils and students are carefully monitored and well supported in their examination courses.
- Nearly all pupils want to learn and behave well in lessons and around the school.
- Transfer from primary schools into secondary school life is seamless.

What could be improved

- Attainment of boys in English.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress on the key issues from the last inspection in 1995. There has been an improvement in teaching and learning and in the number of computers available both in computer rooms and in classrooms. Time for subjects in Key Stage 3 has been reviewed but not changed. Only in physical education does the lack of time impact on standards. There have been great improvements in the accommodation for English and design and technology. Pupils still only experience one act of collective worship per week. The school has sustained improvements in test and examination results. This year's results are the best ever.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Key Stage 3 tests	B	A	A	B
GCSE examinations	A	A	B	C
A-levels/AS-levels	A	A	A	

Key

well above average A

above average B

average C

below average D

well below average E

Attainment in the core subjects in Key Stage 3 is well above the national average and girls do better than boys. Attainment in mathematics and science is better than in similar schools. Over the last three years the school's results have improved at a rate similar to that found nationally. In 2000 results in mathematics and science improved, particularly for the percentage of pupils gaining the higher Level 6+. ¹ Results in English also improved at the higher Level 6+ but were lower than in 1999 for the percentage gaining Level 5+. GCSE results are better than the national average and although in 1999 they were below similar schools, results in 2000 are so good that they are likely to be well above the national average and better than similar schools. ² In the sixth form A level and GNVQ results are always well above the national average. Because the GCSE results in 2000 are so much better than those in 1999 and the work seen during the inspection reflects this higher standard, the inspection team have changed the grade for comparison with similar schools from a D to a C.

Pupils in Key Stage 3 make good progress and in Key Stage 4 they make very good progress. Attainment in lessons in all the subjects seen is good. Standards in mixed ability groups are above the standard expected nationally. In top sets standards are well above national expectations. In lower sets they are in line with or slightly below the national expectation. In the lower sets where there are more boys than girls, girls do better than boys. In the sixth form standards are good and overall most students make good progress.

In 1999 the school set targets for GCSE examinations which it did not reach. Targets for 2000 were based on an accurate analysis of data and were exceeded by 10 per cent for pupils gaining five or more GCSE grades A*-C because of the high quality support provided for Year 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: most pupils have very positive attitudes to school. They are prompt to lessons and are ready for work.
Behaviour, in and out of classrooms	Behaviour in nearly all lessons is very good. Behaviour around school is good in spite of narrow corridors and stairs.
Personal development and relationships	Very good: pupils have good relationships with each other and with their teachers. They respond well to being given responsibility.
Attendance	Good throughout the school and particularly good in Year 11 and in Years 12 and 13.

Whilst nearly all pupils have positive attitudes and behave well a small number of pupils in each year have difficulty maintaining good behaviour. The school works hard with these pupils. It is to the credit of the school and these youngsters that they do achieve success in their GCSE examinations.

¹ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 3 are expected to reach Level 5. If pupils are attaining Level 6 then they are reaching standards above those expected for a child of their age.

² At the time of publication there are no 2000 national average figures available for Key Stage 4.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is very good. It was satisfactory or better in 94 per cent of lessons; in 90 per cent of lessons it was good or better and in 50 per cent it was very good or excellent. In only three lessons was teaching unsatisfactory. The percentages of lessons where teaching is good or better and where it is very good or better are well above what is found in the majority of schools. Teaching is often very good in mathematics and science and is always good in English. Teaching is slightly better in Key Stage 4 than it is in Key Stage 3. Teaching in Years 12 and 13 is never less than good and in three out of four lessons it is very good. The main strengths in the teaching stem from teachers' subject expertise and their enthusiasm for what they are doing. During the inspection many different teachers in all subjects were seen teaching and these characteristics were evident in nearly all lessons. Where there were weaknesses in teaching it was mainly with lower ability sets where boys outnumbered girls and there was no additional support for pupils on the special educational needs register.

Literacy skills are well taught and much of the work has developed through the school's involvement in the National Key Stage 3 pilot. The project has had a similar impact on the teaching of numeracy skills. Through increasing the lessons where pupils are set according to their ability the needs of higher and average ability pupils are being met. In many mixed ability groups teachers are meeting the range of needs. In lower ability sets this is not always the case and on the few occasions when boys misbehave the needs of girls are not being met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: It includes all subjects of the National Curriculum and is extended by other courses in Key Stage 4, by GNVQ provision in Key Stage 5 and by activities outside lessons.
Provision for pupils with special educational needs	Good: Pupils are generally well supported by special educational needs staff and their subject teachers.
Provision for pupils with English as an additional language	Good: The school has a very small number of pupils with English as an additional language but they are helped and supported in such a way that they can experience all that the school provides.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: Many subjects find opportunities to promote these aspects of personal development. Provision for social development is particularly strong.
How well the school cares for its pupils	Very well: Monitoring of pupils' and students' academic progress particularly in Key Stage 4 and in years 12 and 13 is very good.

A particular strength of the curriculum is the way information and communications technology is used in a number of subjects to support learning. The curriculum is currently under review and the school is looking to extend the successful GNVQ provision in Years 12 and 13 into Key Stage 4. The curriculum fully meets statutory requirements. A major strength of the school's care and support for its pupils and students is the way it monitors their progress and provides help and support for those who are at risk of underachieving whatever their level of ability.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: The team approach of the new Headteacher is securing a whole school commitment to improvement and to pupils achieving the best of which they are capable.
How well the governors fulfil their responsibilities	The governing body has a changed membership and is beginning to develop new and appropriate relationships with the head and senior staff.
The school's evaluation of its performance	The school's analysis and evaluation of examination data is of the highest quality. There is currently insufficient monitoring and evaluation of teaching and learning but planning is in place to improve this.
The strategic use of resources	Very good: The school spends its finances wisely and makes good use of additional resources to help it achieve its priorities.

The new headteacher is developing a more open style of management and is promoting teamwork at all levels. The impact of widening the senior team is that the strengths and expertise of staff is being used to support whole school developments. The school is working towards applying the principles of best value. It compares its results with schools nationally and in Cheshire. It challenges its performance and wants to do even better. It consults its partner primary schools on developments that might affect them and seeks to get the best from the finances available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Pupils make good progress. • Teaching is good. • The school is comfortable with questions or problems. • The high expectations the school has for pupils. • The leadership and management of the school. • The way the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Closer working relationships with parents.

There were 352 replies to the parents' questionnaire giving a 29 per cent response. Thirty-seven parents attended the parents' meeting with the registered inspector. The inspection team agrees with the strengths of the school identified by parents. There is a very good range of activities outside lessons but regular activities tend to be in the areas of physical education, music and drama. The inspection team agrees that there could be a broader range of activities to cater for pupils' different interests. The team found that the working relationships with parents have improved since the introduction of pupil monitoring into Key Stage 4 and into Years 12 and 13. This provides good information on pupils' progress every term. The parents of last year's Year 11 who came in to talk to the lay inspector were particularly complimentary about this initiative.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Test and examination results are consistently better than the national average

- 1 Results in English, mathematics and science in tests at the end of Key Stage 3 in 1999 were above the national average. In mathematics and science they were better than those in similar schools. In 2000 the results show an improvement in the percentage of pupils gaining the higher Level 6 or above in all three core subjects. GCSE results in 1999 were better than the national average and although in 1999 they were below similar schools, results in 2000 are so good that they are likely to be well above the national average and better than similar schools. In the sixth form A level results are always better than the national average. Over the last six years all test and examination results have always been above the national average and, although they have not always improved year on year, the overall trend has been towards steady improvement with an exceptional improvement of 15 per cent in GCSE results in 2000.
- 2 There are some interesting differences between the attainment of boys and girls in Key Stage 3. In English, mathematics and science boys and girls achieve average points³ scores better than boys and girls nationally. In English, with the exception of 1997, girls do better than boys, but the difference between them varies year on year. In 2000 girls did substantially better than boys particularly at the higher levels. In mathematics in some years boys do better than girls and in other years the opposite happens. In 2000 girls did better than boys and the difference was greater at the higher Levels 6+. In science, with the exception of 1997, girls do better than boys. In 2000 girls did substantially better than boys at both Levels 5+ and Levels 6+.
- 3 The percentage of pupils in Key Stage 4 gaining five or more A* - C in 1999 was above the national average and has been consistently so over the last six years. Results in English literature, mathematics, science, design and technology, French and German were better than the national average and better than other subjects in the school. The school is right to be delighted with the improved results in 2000. In 1999 the percentage of pupils gaining five or more GCSE grades A* - G was above the national average as it has been for the last six years. These results were well above results in similar schools. The percentage in 2000 is again high so that it is going to be above the national average and very high when compared with similar schools. This reflects the school's determination that all pupils should gain accreditation in their GCSE examinations and is a result of the school and pupils maintaining good attendance well into Year 11.
- 4 Again there is an interesting situation when the attainment of boys and girls in GCSE examinations is looked at carefully. Both boys and girls do better than boys and girls nationally and have done over the last six years. In 1999 the difference between boys and girls was very small and it was boys that were above the national average and girls close to the national average, reflecting their achievements at the end of Key Stage 3 in 1997. In 2000 girls' results improved by 7.4 average points and boys by 1.3. More girls than boys remain at the school to continue their education in Post 16.
- 5 At the end of Year 13 in 1999 the average points score for pupils taking two or more A levels or GNVQs was above the national average and has been for the last six years. In September 2000 47 out of 63 students in the sixth form went onto University. The average points score in 2000 is slightly below that in 1999. In 1998 and 1999 the attainment of boys and girls was very similar but in 2000 girls did

³ The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools.

substantially better than boys. A level results in mathematics in 2000 show a higher proportion of students gaining the higher grades than found nationally. Similarly in science the percentage of students gaining the higher grades is well above national figures for biology and chemistry and above in physics.

- 6 The team observed 48 lessons during the inspection; some were mixed ability classes and in some subjects pupils were set according to their ability. Attainment in lessons in both key stages is very good with standards in mixed ability groups being above the national expectation. In top sets pupils were working at levels well above the national expectation. In lower sets they were working at levels in line with or slightly below the national expectation. In lower sets where there are a larger number of boys than girls, girls do better than boys. In lessons for Years 12 and 13 in both A/AS levels and GNVQs standards are high. In mathematics lessons the main strengths of their work are their independent learning and investigative approaches. Students are able to extract mathematical generalities from their experiments. A level students have developed good skills of enquiry, investigation and team work to solve mechanics problems.
- 7 During their time at the school pupils achieve very well, including those pupils with special educational needs. Attainment is broadly average when they join the school and by the end of Key Stage 3 it is above average. This progress continues into Key Stage 4 where their attainment is judged to be well above average and better than what would be expected on the basis of attainment on entry. In Years 12 and 13 the vast majority of students make good progress.
- 8 Pupils' writing is technically sound and many lower ability pupils do not make as many mechanical errors as might be expected. Average ability pupils were seen to write with great maturity and exhibit a love of language. Many pupils and students are confident and articulate speakers. Presentation skills are good as are overall standards of literacy. There is a good level of note taking in GNVQ courses. Numeracy skills are very good at all key stages. Information and communications technology skills are good. Year 7 pupils have made considerable progress in understanding and using a spreadsheet as a tool in the short time they have been in school. Year 11 higher ability pupils understand the need for accuracy in science and accurately measure the surface of beetroot cubes to find the rate of colour loss from the cells. They show very good practical skills. Year 12 physics and chemistry students are competent mathematicians, enabling them to make accurate calculations.
- 9 Although attainment of both boys and girls is better than the attainment of boys and girls nationally, there are issues related to the performance of boys. For example, some boys under-perform at GCSE in mathematics as their coursework is poor because they do not write well for this purpose. This should not detract from the high standards that pupils at the school achieve but is an indication of an area that needs further work.

Teaching is good or better in nine out of ten lessons

- 10 During the inspection 47 out of the school's 74 teachers were observed. This is a strong evidence base for saying that teaching is very good and has improved since the previous inspection. Because teaching is nearly always good, and often very good or better, pupils and students make good progress during their time at the school and in their lessons. There is no doubt that the good quality of teaching is a significant factor in the success pupils and students have in tests and examinations. In some lessons where the teaching is excellent pupils achieve work of the highest quality.
- 11 Teachers have good subject knowledge that they use to plan interesting and imaginative lessons. In a Year 13 mathematics lesson a humorous story of a

bricklayer balancing a wheelbarrow on a pulley rope gained pupils' interest in Newton's laws. Pupils in a Year 7 science lesson were asked to take measurements of two groups of marine snails. Good planning provided pupils with opportunities to interpret scientific information and to engage in high quality discussion to identify the reasons for differences between the two groups. They therefore were developing language and mathematical skills as well as improving their knowledge of variation in animals.

- 12 In many lessons teachers have high expectations of both work and behaviour and pupils and students rise to the challenges presented. In a Year 11 drama lesson it was made clear that rehearsal time after school is not an optional extra. Pupils are willing to put in the extra time in order to do their best.
- 13 Teachers are enthusiastic and many have a genuine love of their subject that they can transmit to pupils. In a Year 8 music lesson a superb rendition of "Got the Blues" by the teacher captivated the pupils who responded by giving their own sensitive performance of the same piece. In a Year 8 geography lesson pupils spoke of enjoying the subject because their teacher was so enthusiastic and made it interesting for them.
- 14 Many teachers make lessons interesting through using a variety of tasks that sustain pupils' interests and maintain pace. This is particularly evident in modern foreign languages where pupils have opportunities to speak, listen, read and write. In order to practise these skills in a Year 9 German lesson the teacher was very imaginative in the way she used flash cards to make the learning into a game. In a Year 8 history lesson pupils responded imaginatively to the task of writing a diary entitled the "Captain's Log" in order to use source material on the age of discovery. This task also contributed to the development of pupils' writing skills.
- 15 Teachers are good at using technical language and consequently extending pupils' vocabulary. In a year 7 science lesson pupils were introduced to the language of genetics. In a Year 7 art lesson pupils easily talked about "collaging" and "texturing" as techniques they had used in their pictures of pre-historic cave paintings. There is very good use of the target language in French and German lessons. In a Year 11 French lesson the teacher spoke French at a speed close to that of a native French speaker and this had clearly impacted well on the confidence with which pupils both understood and spoke themselves.
- 16 Teachers manage pupils exceptionally well, particularly in lower ability sets. In a Year 9 mathematics lesson there was a good interactive starter exercise and then individual experimentation with symmetry. While this was going on the teacher was working with different pupils around the class but was always aware of what others were doing. Many teachers deal with potential disruption quickly, firmly and fairly, which in most cases works very well and enables learning to continue. In a few lessons that were unsatisfactory, teachers working with lower sets with a larger number of boys than girls did not do this well.
- 17 Pupils are encouraged and congratulated when they produce good work. In a Year 7 English lesson pupils appreciated the positive comments about their autobiographies. In design and technology there was plenty of praise for good perspective drawings and this improved pupils' confidence.
- 18 Teachers foster a growing sense of independence in pupils as they mature. This was evident in a joint Year 12 and 13 lesson for GNVQ health and social care. Students used their teacher as an important resource and when needed she encouraged them to think through their ideas. For example, very good questioning helped them understand the role of social services in a child protection case study.

- 19 Computers are used effectively across the curriculum. For example, in a Year 12 GNVQ business lesson students used the Internet to extract information about the structure of a national retail business. Using a computer in a Year 8 design and technology lesson pupils learnt to draw a net for a box for an electronic project using the colour draw programme. They were delighted by their success, producing a range of colour sketches and captions for their project. Spreadsheets are used well to improve number work in Year 7 mathematics lessons.
- 20 In design and technology pupils benefit from using state of the art equipment set up to mirror a manufacturing environment. Pupils and students work at a high level because they enjoy the sense of personal challenge and the excitement of using very good resources, including computerised manufacturing of their design.
- 21 There is good support for lower ability pupils and pupils with special needs. There are many examples of key words on display to support language acquisition. Many teachers are using writing frames to support pupils in developing their writing skills. Sometimes in mixed ability groups the same writing frame is used for all pupils, which can inhibit the free writing capabilities of the more able.
- 22 Homework is set regularly and often extends the learning that has taken place in the lesson. Good examples were seen in science, religious education and geography. Teachers make good use of pupil planners to be sure that homework is accurately recorded.

The new Headteacher has strengthened the management of the school

- 23 Leadership and management are very good. The new headteacher has brought a renewed sense of purpose and direction to the school that is totally focused on using data to inform planning and on raising attainment through improving teaching and learning. A newly formed leadership group is a key element in extending the involvement of staff in the management of the school. It is increasing the sense of teamwork in the school, a strategy that the Headteacher intends to build on. The Headteacher is very well supported by two very able deputy headteachers and both the leadership group and heads of department are strong. There is an increased commitment from senior and middle managers to collect, analyse and use data to identify areas for improvement. The management of the school is strong at all levels and has the capacity to improve the school still further.
- 24 The school's mission statement "Achievement for All" is a reality. All but one or two pupils gain five or more GCSE grades A*-G and are in a strong position to continue in education or training after they are 16.
- 25 The school development plan is a good document and has appropriate priorities and targets. It is well supported by a management calendar that ensures what needs to be done is done, both in terms of the plan and annual events in school. This calendar is a very successful management tool in ensuring that events are well planned well in advance.
- 26 The governing body has gone through an unsettled period but now has a number of new governors who are coming to terms with their roles and responsibilities. They are developing very open and appropriate relationships with both the headteacher and senior staff.
- 27 The school monitors and evaluates its performance very well in tests and examinations and seeks to identify how much of a difference it has made to pupils' and students' attainment. It did have a process where departments were reviewed and this included looking at teaching and learning. This has not happened since November 1999 and neither has appraisal. However, plans are in hand to re-introduce these reviews and to link them to monitoring of teaching and learning and

to performance management. This reflects the headteacher's capacity to see the whole and to make sure that initiatives are seen as part of the school's priorities. The proposals are being developed with staff to make sure that they see the value of such a system and that performance management is seen as helping the school to improve.

- 28 Of particular significance is the improvement in accommodation since the previous inspection. This has had a significant impact in English, drama and design and technology where the learning environment is now very good. In design and technology it allows the department to mirror the manufacturing process and to create a real workshop atmosphere. There is a good approach to site development in the future, informed by the headteacher's vision of a community school for a learning community. There are plans to improve the library and dining accommodation, which are both too small for a school of this size and to build a much needed sports hall, which would greatly improve the facilities for physical education and the local community.
- 29 Good use has been made of available resources to extend provision for information and communications technology. Many subject areas have clusters of computers for use in lessons and there is access to computers for whole classes in three computer rooms.

Pupils and students are carefully monitored and well supported in their examination courses

- 30 The support for pupils in Year 11 is founded on a well developed system of tutor support that involves the tutor moving through the school with the pupils as far as this is possible. This means that in Year 11 tutors know their pupils very well.
- 31 The support provided in Key Stage 4 is better than is usually seen. In preparation for their examinations in 2000 those pupils who were thought to be underachieving were identified. In a number of schools this focuses on pupils who are thought to be going to achieve a D grade at GCSE and who could, with extra work, achieve a C grade. At Tytherington the predicted and potential grades were looked at. The predicted grades are those that, if the pupil continues to work at the current rate, are likely to be achieved. The potential grade is worked out on the basis of data from tests on entry to the school, that can identify what grade a pupil has the potential to achieve, and Key Stage 3 tests. Monitoring of pupils' progress is of a very high quality in Key Stage 4 and begins at the start of Year 10. Pupils have target grades for their final examinations based on the good data available. Where underachievement is identified, because of the difference between the potential grade and the predicted grade at the start of Year 11, the school targets these pupils and identified senior staff act as mentors to help them achieve what they are capable of. The results in 2000 are a very good indication of the success of this approach.
- 32 A very similar system exists in Years 12 and 13 where GCSE point scores are used to identify target A/AS level grades. The school monitors students carefully in the first half term to make sure that they are on the right course. Monitoring continues on a termly basis to ensure students are on track to achieve their target grades.
- 33 Such a process can only work if there is good assessment information available to teachers and tutors. Day to day marking is generally good. For example, in English and the GNVQ work seen there were very helpful comments giving pupils and students clear ideas on what they needed to do to improve. In science good assessment enables staff to identify pupils that need extra help and then they make sure that they get the help needed. In modern foreign languages teachers use their assessments to identify topics that they need to go over again. The good arrangements for assessing pupils throughout Key Stage 4 provide the necessary information for monitoring.

- 34 Parents are fully involved in the monitoring process in Key Stage 4 and Key Stage 5. They welcome and recognise the regular and valuable information about pupils' progress and attainment that they receive in reports.
- 35 Overall monitoring of attendance is good and in Key Stage 4 particularly everything is done to make sure that pupils complete the necessary coursework. The modern languages department makes sure that oral examinations are conducted at the earliest possible time. In other subjects early dates are set for the submission of coursework. The very few pupils whose behaviour might still be causing concern in Key Stage 4 are monitored very carefully and time is made available for a teacher/counsellor to work with such pupils if it is thought helpful.

Nearly all pupils want to learn and behave very well in lessons and around the school

- 36 Pupils and students have very positive attitudes to school. This is reflected in their good attendance levels, particularly in Year 11. Last year the attendance in Year 11 was maintained at 90 per cent throughout the year. There is no doubt that this was a significant factor in the standards that pupils achieved in their GCSE examinations. Attendance is also good in Years 12 and 13. Pupils and students are punctual to lessons and are ready for work. This means that they and their teachers can make best use of the time available. Behaviour in nearly all lessons is very good and behaviour around school is good in spite of narrow corridors and stairs. Pupils have very good relationships with each other and with their teachers.
- 37 Pupils respond well when asked to work in pairs or groups because their relationships with each other are very good. This is particularly helpful in modern foreign languages where relationships are so good that pupils are willing to try to speak and are not afraid to make mistakes because they know that the teacher and other pupils will understand and appreciate their efforts. It also helps pupils' confidence in volunteering to read aloud in lessons. Many pupils work conscientiously when asked to work on their own, often sustaining their concentration over the length of a lesson. In science pupils participate in discussions and their approach to practical work is sensible and mature.
- 38 Many lessons begin with question and answer sessions that make connections with the previous lessons. Pupils listen well and are confident and enthusiastic to answer. Many are not reluctant to ask questions themselves if they do not understand.
- 39 One of the reasons why behaviour is so good in lessons is because the school's expectations of behaviour are very clear. These expectations are accompanied by very clear procedures should there be difficulties. Many teachers confirm these expectations by dealing with any lack of concentration or potential disruption quickly and firmly. Behaviour is also very good because many teachers make lessons lively and very interesting.
- 40 In Years 12 and 13 there is a very positive and mature approach to study and many students can be trusted to work on their own, particularly when using computers. It is their interest and commitment to learning that contributes to the high standards achieved in GCE A levels and in GNVQ courses.
- 41 Behaviour around the school site is good. The dining hall and the library can get very crowded at times but pupils and students conduct themselves well in these situations. They also move around the building sensibly, following the one way system to ensure safety on the narrow stairs.
- 42 There is a very small minority of pupils whose behaviour can cause concern. The school works hard with these pupils to help them to succeed and many make

progress during their time at the school. The school is determined that the behaviour of such pupils should not prevent other pupils learning and has set up good systems to ensure that this does not happen. Although exclusions are slightly above average at present their use is part of an effective whole school strategy to manage behaviour whilst helping all pupils to learn.

Transfer from primary schools into secondary school life is seamless

- 43 Pastoral management in the school is strong. It is within this context that the arrangements to support children when they move from their primary school to the high school are particularly good. There is good management of the settling-in process both before and after pupils join the school. A significant factor in this is the very good relationships that exist between the school and its partner primaries. There is a strong sense of partnership that the high school co-ordinates and facilitates but does not dominate. This is very much appreciated by the primary schools.
- 44 Very good liaison focuses on individual pupils and enables Year 7 tutors to be fully aware of potential problem areas related to behaviour that could affect pupils' progress or impact on the learning of the whole class. They are also aware of individual pupil's strengths and talents. Working together, the primary school staff try to make sure that pupils have as much contact with the high school staff as possible. The special educational needs co-ordinators work closely together to ensure the maximum amount of information is known about both pupils on the special educational needs register and those that are gifted or talented.
- 45 There are good curriculum links and a very good aspect of the partnership is the regular arrangement for different staff from the high school to teach a lesson for half a term in all the main partner primary schools. Science links are strong and staff from all the schools meet to plan a bridging project which pupils begin in their primary school and continue when they join the high school. In this they have the support of a major company in the town. Both staff from the English and mathematics departments have observed the Literacy and Numeracy Hour respectively in order to build on practice in the primary schools. The mathematics department uses the assessment information from primary schools to plan the curriculum for Year 7.
- 46 Pupils in Year 7 spoke very positively about their early days at the school and how they found everybody, including older pupils, very helpful in showing them round. They liked the system of awards and the new opportunities open to them. They felt that everything was done to make them feel very welcome.

WHAT COULD BE IMPROVED

Attainment of boys in English

- 47 The English department is a cohesive team of teachers who recognise the contribution they can, and need to, make to improve the attainment of boys both within their subject and other subjects. They have identified some strategies that might help in this aspect but have not been systematic or rigorous enough in collecting, analysing and using data. There is detailed information available on pupils when they join the school from Cheshire tests, Key Stage 2 tests and more recently from other national standardised tests. It is information that is directly related to the assessment of linguistic skills. The department has not used this data to predict what pupils might achieve at the end of Key Stage 3 and consequently has not got measures against which to measure and monitor progress.
- 48 The line management arrangements in the school are such that one deputy has had that responsibility for all subject areas. Departmental reviews have not taken place since November 1999 and appraisal has been suspended, awaiting developments in

performance management. There have not, therefore, been systems and procedures in place that would ensure that the department did the necessary analysis of data and monitored pupils' progress. The new leadership group of senior staff are addressing this problem and the English department is aware of what it needs to do.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49 One of Tytherington High School's strengths is that it is working on a whole range of developments that are interrelated. There is nothing that the school should be doing that it isn't. Therefore there is only one key issue for improvement. However, it is such an important key issue that if addressed successfully the school's test and examination results will be beyond expectations.

(1) Improve the attainment of boys in English by:-

- rigorously analysing the assessment information available in Key Stage 3 and Key Stage 4 to set targets for individual pupils;
- using pupils' targets, alongside regular assessment information, to identify which pupils, particularly boys, begin to fall behind and when;
- analysing the results from Key Stage 3 tests and examining GCSE scripts to identify areas of work where boys are strong and areas where they need to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
8	42	40	4	4	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1030	184
Number of full-time pupils eligible for free school meals	95	N/a

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	19	0
Number of pupils on the school's special educational needs register	117	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	6.6
National comparative data	7.9

Unauthorised absence

	%
School data	0.6
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	76	109	185

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	49	60	54
	Girls	91	83	81
	Total	140	143	135
Percentage of pupils at NC level 5 or above	School	76 (79)	77 (75)	73 (79)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	34 (36)	50 (45)	40 (47)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43	63	50
	Girls	92	90	87
	Total	135	153	137
Percentage of pupils at NC level 5 or above	School	73 (72)	82 (78)	74 (81)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	32 (39)	52 (46)	38 (46)
	National	31 (31)	37 (37)	28 (31)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	91	104	195

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	43	90	90
	Girls	60	102	104
	Total	103	192	194
Percentage of pupils achieving the standard specified	School	53 (55.8)	98 (97.8)	99 (99.4)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (95.2)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	41 (42.7)
	National	37.8 (36.8)

Figures in brackets refer to the year before the latest reporting year.

Attainment at the end of the sixth form

	Year	Boys	Girls	Total
Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	1999	42	29	71

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	22.7	22.9	22.8 (19.1)	1.5	7.0	2.9 (5.3)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	23	100
	National		82.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	8
White	1186
Any other minority ethnic group	4

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	61	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	69.32
Number of pupils per qualified teacher	17.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	3
Total aggregate hours worked per week	67.5

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77.4
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Average teaching group size: Y7 – Y13

Key Stage 3	25.6
Key Stage 4	22.5
Key Stage 5	18.4

Financial information

Financial year	1999/2000
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	£
Total income	2,875,596
Total expenditure	2,831,311
Expenditure per pupil	2,353
Balance brought forward from previous year	236,578
Balance carried forward to next year	280,863

Results of the survey of parents and carers

Questionnaire return rate 29.2%

Number of questionnaires sent out	1205
Number of questionnaires returned	352

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	53	7	2	1
My child is making good progress in school.	42	50	4	0	4
Behaviour in the school is good.	20	64	10	1	5
My child gets the right amount of work to do at home.	23	57	12	4	4
The teaching is good.	32	60	3	0	5
I am kept well informed about how my child is getting on.	27	53	13	2	5
I would feel comfortable about approaching the school with questions or a problem.	52	42	4	1	1
The school expects my child to work hard and achieve his or her best.	57	38	3	0	2
The school works closely with parents.	25	50	16	3	6
The school is well led and managed.	34	51	4	0	11
The school is helping my child become mature and responsible.	32	56	6	0	6
The school provides an interesting range of activities outside lessons.	22	40	16	5	17