



Tytherington High School

Inspection Report

Unique Reference Number 111402
LEA Cheshire
Inspection number 278681
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Mrs Marguerite McCloy HMI

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

Type of school	Secondary	School address	Manchester Road
School category	Community		Macclesfield
Age range of pupils	11 to 18		Cheshire SK10 2EE
Gender of pupils	Mixed	Telephone number	01625 610 220
Number on roll	1226	Fax number	01625 610 925
Appropriate authority	The governing body	Chair of governors	Mr Martin Smith
Date of previous inspection	9 October 2000	Headteacher	Mr Andrew Robinson

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Tytherington High School is a larger than average comprehensive school serving the north east of Macclesfield, the town of Bollington and some of the surrounding rural communities. There are 1,226 students on roll, of whom 186 are in the sixth form. Fewer than average students come from disadvantaged backgrounds or claim free school meals. Most students are of white British background and only a very small number speak English as an additional language. Attainment of the students when they join the school is broadly average and the proportion with learning difficulties and/or disabilities, although increasing, is currently below average.

The school achieved specialist school status as a science college in September 2004 and has gained Investors in People accreditation, the Sportsmark Silver and Artsmark Silver awards, and the Cheshire Healthy Schools standard.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Tytherington is a good school with some excellent features which indicate a very good capacity for improvement. Strong leadership and management have led to good progress since the last inspection. The school's high quality self-evaluation shows that senior leaders have a clear understanding of its strengths and areas for improvement. They are aware of some variances within the good practice which exists in the school and are committed to achieving consistency in order to ensure that all students reach their full potential.

Students achieve well and make good progress overall, although their rate of progress at Key Stage 3 is a little slower than in Key Stage 4. The majority of students behave well and enjoy learning. They feel safe and well supported and guided by the school.

Teaching is good overall and sometimes outstanding. This, along with a very good curriculum, enables the majority of students to make good progress towards challenging targets.

The school provides good value for money. It has made good use of additional funding from the achievement of specialist status, improving resources and provision in science and other curriculum areas. The school is largely successful in meeting its aim to be 'an inclusive learning community encouraging excellence, respect and personal fulfilment'.

Effectiveness and efficiency of the sixth form

Grade: 2

The sixth form is good and improving. Students really enjoy sixth form life in what one described as 'our little community'. Recruitment is good. The great majority of students complete their courses. The school enables students with a relatively wide range of GCSE results to enter the sixth form. They choose from a good range of academic and vocational courses. The school is in the process of increasing its support for students of all levels of attainment. To do this it has restructured the sixth form leadership and allocated more teachers to provide guidance. Its improved study arrangements are having a positive impact on the students' independent learning. The new leadership has introduced a more rigorous target-setting and progress-tracking system. Students believe that the new systems are helping them to do well and to meet their targets. Sixth form teaching is good. Students value their teachers. As one student said; 'Our teachers make concerted efforts to help us'. Many students make a highly valued contribution to the life of the school by helping in lower school classes or mentoring younger students. A wider programme of enrichment activities is being introduced. Senior leaders recognise the need for a careful audit of the students' enrichment experiences to ensure consistent access for all students and a full coverage of relevant topics.

What the school should do to improve further

- Improve the rate of progress for Key Stage 3 students in the core subjects of English, mathematics and science.
- Establish greater consistency of the existing good practice in the school in the quality of teaching, student behaviour, and assessment and target-setting.

Achievement and standards

Grade: 2

Achievement and standards are good overall in the main school and in the sixth form. Students' attainment on entry to the school varies a little from year to year but is generally average. Students make good progress and reach above average standards by time they leave Year 11. However, the attainment of 14 year olds in the 2005 national tests in English, mathematics and science were only just above the national average. This represented satisfactory progress for those students since joining the school. The school agrees that progress in Key Stage 3 is not as strong as it could be and is putting measures into place to improve this.

At Key Stage 4 standards and achievement are good. The 2005 GCSE results were above the national average and represented good progress based on the previous attainment of those students. All students gained GCSE qualifications.

At the time of the last inspection, the only issue identified for improvement was to raise the achievement of boys, particularly in English. The school has been successful in doing this so that the gap between achievement of boys and girls has been eradicated across most subjects.

Examination results for the sixth form students have been above average over recent years but in 2005 were in line with results nationally. In lessons seen students were making good progress and standards are above average.

Personal development and well-being

Grade: 2

Personal development and well-being are good. The majority of students are positive about school and their attendance is satisfactory. They show good attitudes towards their learning and, overall, parents are also satisfied with the standard of education provided.

The school's commitment to the inclusion of all its students is very good. This is particularly demonstrated through the work of the school's inclusion team which includes the learning support department. This team works effectively with a wide range of agencies and partnerships including other schools to provide additional support for students.

The school's policy on behaviour for learning is further reinforcing the good behaviour usually seen around the school and in lessons. However, some students and parents

have expressed concerns about occasions when a minority of students do not live up to the school's high expectations.

Students have positive relationships with staff and each other and are taught to respect people from different backgrounds. They develop good citizenship skills for the future through, for example, the work of the students' council and their involvement in a range of fundraising activities and community projects. Their skills are particularly enhanced through the recently designed house system. Students are also able to participate in the school more actively through peer mentoring and helping to deliver lively school assemblies. In the area of cultural development more needs to be done to make students aware of diversity in Britain. Overall though, there is good provision for social, cultural, moral and spiritual development throughout the curriculum and this is particularly strong in personal and social education and assemblies.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and is improving. This results from a conscious policy on the part of the senior leadership to share and spread good practice from within and beyond the school. Lessons are typically lively and well planned with opportunities for work in pairs and groups. A good range of teaching methods and effective use of learning resources engage students' interest and positive relationships exist between staff and students. Effective use of information and communication technology (ICT) is made by teachers and students to enhance learning in a wide range of subjects.

In a minority of lessons students are less enthused and involved because the pace of the lesson is not as brisk and there are fewer opportunities for them to show initiative or review what they are learning. Students generally behave well and show good attitudes in class. They are all aware of and agree with the school's code of conduct, although a minority find it difficult to comply at times.

Teachers are increasingly adopting a broader range of teaching methods to improve the rate of students' learning, although this is not yet fully reflected across all lessons. Students with learning difficulties and/or disabilities receive good support, although in some mixed-ability lessons there is not always enough challenge for the higher attainers in the middle sets. Most marking is helpful and gives students clear guidance on how to improve. Other aspects of using assessment to support learning require improvement, as the school has correctly recognised. For example, most students are increasingly aware of what they must do to reach their target levels or grades but this is not yet consistent.

In almost one fifth of lessons observed, the teaching was outstanding. The outstanding teaching was seen across a range of subjects, in the main school and in the sixth form. These lessons were characterised by: high levels of enjoyment and challenge; an infectious enthusiasm and brisk pace; the teachers' strong subject knowledge,

presentation and use of questioning techniques to stretch students' thinking skills; the high quality of cooperative working and discussion between students. In these lessons students were highly focused and made excellent progress in their learning.

Curriculum and other activities

Grade: 2

The school provides a dynamic, improving curriculum. It is broad and balanced and meets statutory requirements. Provision is continuously reviewed and the school is keen to make adjustments to meet changing needs. Students are able to study a wide range of subjects and an appropriate time is given to each. The curriculum makes a significant contribution to students' overall personal and social development, including citizenship and enterprise, and the school's 'Curriculum Xtra Week' broadens and enriches their experience.

Flexibility and a range of curriculum pathways are provided in Key Stage 4. Increasingly effective links with neighbouring institutions are extending the range of available subjects and particularly vocational courses. Consequently, the curriculum is being more closely tailored to meet individual needs, as the school is committed to improving the range of vocational choices on offer.

The school provides a wide range of sporting and creative activities in addition to educational and recreational visits which are designed to broaden students' appreciation of life in other countries. Effective arrangements for students to use the sports centre are having a positive impact on their understanding of and commitment to healthy lifestyles. Since the last inspection, in response to the views of parents and students, the school has widened its range of extra-curricular activities even further. All these features make a significant contribution to students' enjoyment and learning.

The sixth form curriculum is good. In addition, students are fully involved in a range of activities that support the curriculum in the main school. For example, many assist teachers in sports activities and some have achieved leadership awards.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Students make good progress in their learning as a result of targeted academic and pastoral support throughout the school. Most students know their targets and what they need to do to improve their work and this is communicated to parents. There are good systems in place for identifying and supporting those who may not reach their targets.

The school takes good steps to ensure that all students are safe through ensuring that child protection procedures, risk assessments and bullying, where it occurs, are carefully attended to. Safety arrangements are particularly good, as seen through the recently improved security measures around the school and on the school buses.

The effective systems to support all students on entry to the school are praised by parents. Advice on future course options is good. Careers guidance is good and includes

interview practice, support for students writing applications and work experience placements which help to promote students' basic skills and prepare them for the world of work.

Leadership and management

Grade: 2

Leadership and management are good overall with some excellent features which indicate a very good capacity to improve. The headteacher, deputy headteacher and leadership team work well together and have a clear vision for the development of the school. This includes a successful collaboration with a group of schools and other learning providers in the Macclesfield area. Staff teams come together for training events and share areas of expertise. A positive development from this partnership is evident in the commitment to improving teaching and learning and a shared understanding of how to achieve this.

Leaders place a strong emphasis on staff development and improvement and a good sense of teamwork exists in the school. Staff are encouraged and empowered to develop their own leadership skills, use their initiative and bring new ideas into the school. As a result, many staff are increasingly confident and well motivated, and a growing sense of enthusiasm is having a positive effect on the quality of teaching and learning. A large number of staff changes in recent years caused some challenges for the leadership but also presented new opportunities and fresh impetus for change.

Since the last inspection the school has been successful in closing the gap between boys' and girls' achievement. It has also been developing on a number of other fronts, for example: improving ICT facilities; new building work, such as the sports centre and other specialist provision which includes very significant community use; and the successful bid for science college status, resulting in further new buildings which are also used for primary school liaison activities. During times of development the views of staff, governors, parents and students are taken into consideration.

The quality of the school's self-assessment is excellent. The leadership team has a very clear and accurate view of the school's strengths and areas for development which mirrors the views of the inspection team. Leaders have a good record of identifying underperformance and taking action to rectify this. Governors are well informed and hold the school to account for its performance. They know the school's strengths and priorities for improvement and are involved in the monitoring of progress towards these.

The leadership team identified some inconsistencies in the way students' progress was being tracked across the school. A wide range of data is used to measure progress, predict levels of attainment and set students' targets for improvement. These are being simplified and brought together as part of a cohesive system of school improvement planning. Senior and middle managers

have clear roles and responsibilities and are involved in the monitoring of students' progress and the quality of teaching in subjects.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

As you are aware, four colleagues and I recently spent two days inspecting your school, and I am writing to let you know the judgements we have made. These judgements came about as a result of observing lessons and other activities, looking at school documents and your work, finding out the views of parents, and holding discussions with staff and students.

We found that Tytherington is a good school with some excellent features. Your school is well led by the headteacher, deputy and senior teachers and there is a good sense of teamwork among all the staff. We noticed some strong teamwork among you too, especially when working cooperatively in lessons. You also like the competitive element involved in the house system, such as in trying to raise the most money for charities, win sports or music competitions, or produce the best assemblies!

You reach good standards and achieve well, although recently progress hasn't been as strong in Key Stage 3 as it is in Key Stage 4 and the sixth form. Teaching is good overall and sometimes outstanding, and the school is working towards making even more of the lessons as good as they can possibly be.

We found that all of you are aware of the school's code of conduct and expectations of behaviour. Your teachers listen to you, respect your views and work hard to help you develop good attitudes and behaviour. The majority of you return that respect successfully, although occasionally a few of you let yourselves down and this can affect others' enjoyment of their learning. So, each of you can help Tytherington to become an even better school by always displaying your best attitudes and behaviour in lessons and around the school, setting a good example to others. Make sure you know, from what the teachers tell you, how well you are doing in your work and exactly what you need to do in order to achieve even more challenging targets!

In discussions with students, and when talking to some of you in lessons, we were impressed by your confidence and maturity. This is fostered by the range of subjects, activities and personal development opportunities that the school provides for you.

We really enjoyed our time in your school so thank you for making us feel welcome. We hope you'll continue to make the most of what the school has to offer each and every one of you, so that Tytherington High School goes from strength to strength.