

Myton School

Myton Road, Warwick, Warwickshire CV34 6PJ

Inspection dates

6–7 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, senior leaders and governors promote a highly aspirational vision of academic excellence. Governors provide appropriate challenge, and support leaders effectively.
- Leaders diligently identify and take decisive action to improve any areas of relative weakness.
- Teaching is good and leaders have improved the quality by using assessment information about pupils more effectively.
- Year 11 progress overall in 2017 was above the national average. Progress in English and English Baccalaureate subjects was significantly above average.
- Current disadvantaged pupils are making better progress than in the past. However, leaders are aware of the need to further diminish the difference between these pupils' outcomes and those of pupils nationally with similar starting points.
- Pupils develop their literacy and numeracy skills very effectively as a result of staff expertise and well-chosen resources.
- Pupils are polite and are developing good social skills. They move around the site in a calm and orderly manner.
- Attendance for disadvantaged pupils is improving but is below the national average.
- Some middle leaders are not fully effective in driving improvements in teaching and learning.
- Pupils have the opportunity to take part in a wide range of clubs, including for drama, art, music and sport. These provide positive learning experiences.
- Provision in the sixth form is outstanding. For disadvantaged students, progress in a wide range of subjects is significantly above the national average and in the top 10% for A levels.
- There is a very effective safeguarding culture in the school. Pupils understand how to keep safe in school and in the community.
- Not all middle leaders are effective as the best in driving improvements in teaching and learning.
- Some aspects of pupils' personal, social and health education require development to better meet the needs of pupils in key stages 3 and 4.

Full report

What does the school need to do to improve further?

- Further improve leadership and management by:
 - continuing to strengthen the role of middle leaders across the school
 - strengthening the evaluation of the impact of funding for disadvantaged pupils
 - continuing to improve the attendance of disadvantaged pupils so that it is in line with that of all pupils nationally
 - ensuring that disadvantaged pupils make consistently strong progress so that they catch up with other pupils nationally
- Further improve pupils' personal development by strengthening the curriculum for personal, social and health education to ensure that it better meets the needs of pupils in key stages 3 and 4.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders, supported well by governors, have worked effectively to create a culture where pupils are aspirational and determined to succeed.
- Leaders have an accurate understanding of the school's strengths and areas that need to improve. For example, they are aware that despite some improvement, pupils' achievements in science are not yet as strong as those seen in humanities.
- Leaders have successfully focused teachers' attention on pupils who need to catch up. This has led to recent improvements in pupils' achievements in key stage 3.
- Leaders have worked with local primary schools to review the school's key stage 3 curriculum. As a result, transition into key stage 3 is more positive.
- Additional funding is used effectively to provide exceptional support for those pupils who need to improve their literacy and numeracy. Staff expertise and teaching resources are of the highest calibre. As a result, pupils develop their literacy and numeracy skills very effectively. This is a real strength of the school.
- The English and mathematics departments have developed programmes to support pupils in Year 8 and Year 9 who need to develop their literacy and numeracy skills further. Pupils have exceptionally positive attitudes towards their literacy catch-up sessions and are proud of the improvements in their reading ages.
- Pupil premium funding is spent well. Leaders have adopted a whole-school ethos and hold teachers accountable for removing any barriers to learning for disadvantaged pupils; this is having a good impact.
- The school has strong leadership and provision for pupils who have special educational needs (SEN) and/or disabilities. Funding for these pupils is used appropriately and the school engages well with external agencies and specialist services. Parents and carers value the school's work in this area. For example, one commented, 'All the teaching staff are hardworking and quickly respond to any queries and concerns. I feel each teacher knows my child well and has taken the time to get to know my child's individual needs.'
- Strong leadership in the sixth form means that students do well in a range of subjects.
- The very large majority of pupils and parents are extremely positive about all aspects of the school. However, a small number of pupils and parents are not confident that their concerns about bullying are handled effectively. Inspectors explored this thoroughly and were satisfied with the school's approach.
- Extra-curricular visits enrich pupils' experience. Leaders provide opportunities for pupils to broaden their horizons beyond the immediate locality. These include a range of cultural, sporting, artistic and volunteering opportunities.
- Many middle leaders are focused on accelerating pupils' progress. They work closely with senior leaders to monitor and evaluate performance. They contribute to whole-school improvement discussions and use the school's priorities to create their own

departmental development plans to accelerate progress in their areas. However, this is not done consistently well across all subject areas.

- The progress of disadvantaged pupils and their rates of attendance are improving. However, leaders acknowledge that there is still more to do in both of these aspects and have secure plans in place to do so.

Governance of the school

- Governance is effective. Members of the governing body and leaders of the trust share the headteacher's ambition. They are focused resolutely on driving continued improvements in the effectiveness of the school's work and on pupils' achievements, progress, attendance and well-being.
- Governors challenge and support leaders well. They monitor achievement and ask pertinent questions about underperformance. The governing body has a detailed understanding of how the pupil premium and catch-up funding are used and has effective systems to monitor how well additional funding is spent. Governors are also clear about how extra funding supports those pupils who have SEN and/or disabilities.
- Governors ensure that the arrangements for safeguarding are effective. All governors are trained in safeguarding so that they have a good understanding of their role. The governing body undertook an independent and rigorous review to ensure that all teachers, and support and other staff, and other adults working in the school, have a good understanding of their responsibilities.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained, well informed and vigilant in identifying and reporting any concerns they might have. All staff receive annual safeguarding training, with regular updates, staff briefings and information online. The school has a large team of eight designated safeguarding leaders, which means that there is always someone available when necessary.
- Practices and procedures within the school are in place to ensure pupils' safety. Where referrals are required as a result of a concern raised, leaders take swift action to involve external agencies. Records show that appropriate follow-up in relation to referrals takes place.
- All required pre-employment checks on staff and volunteers are undertaken and personnel files are kept in good order.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved since the last inspection. Leaders have developed strategies to build teachers' skills and competencies through training, development activities and improved appraisal procedures linked to pupils' progress. As a result, pupils' progress has improved.

- The teaching of English has improved well and, along with teaching in the humanities and arts subjects, is a strength of the school. For example, in creative subjects, pupils enjoy their learning, and are keen to achieve well and deepen their understanding. High-quality artwork is displayed across the school.
- Training and effective use of teaching assistants ensure that pupils who have SEN and/or disabilities receive effective support in class. For example, in a Year 10 GCSE food class, the teaching assistant ensured that all equipment had been set out, so pupils could independently follow the recipe when making Viennese swirls. The pupils as a result excelled in the task and only asked for support when needed.
- Students on the 16 to 19 study programmes told inspectors that they particularly value how well teachers know their academic strengths and weaknesses, and tailor learning accordingly.
- Pupils settle to their work quickly. Teachers have established effective classroom routines, so that lessons proceed smoothly. Teachers' high expectations and a series of interesting activities typically keep pupils wanting to learn. Teachers use time in lessons wisely.
- Teachers use questioning very effectively. They check on pupils' understanding so that they can adapt their teaching if the need arises. At other times, questioning challenges pupils to think more deeply.
- Teachers make use of every opportunity to develop pupils' literacy skills. In humanities especially, pupils are expected to write at length and to structure their writing carefully. Teachers use subject-specific vocabulary correctly and expect pupils to do the same. There is good evidence of teachers supporting pupils to develop their oracy, and this was particularly evident in English and history lessons.
- Leaders know that there is still some variation in the quality of teaching, for example in some core science where pupils' progress is not as strong. They are working closely with staff to ensure that all teaching is as good as the best.
- Pupils are encouraged to read broadly and the large majority do so with enthusiasm. Inspectors found that some pupils would benefit from greater guidance in the books they read to ensure that they are suitably challenging.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils wear their uniform smartly and are well equipped for lessons. They are proud of their school and the work that they do. A few pupils do not take enough care in presenting their work.
- Pupils in Year 10 who attend off-site, alternative provision are kept safe. Their attendance, punctuality and behaviour are checked very carefully by a senior leader. Their academic progress is monitored carefully.
- House assemblies, delivered through tutor groups, include themes such as terrorism and drug awareness in Year 11. Generally, pupils understand how to keep themselves

safe from the dangers associated with these threats, but some were less clear. Schemes of learning for these topics were very generic and not always age specific.

Behaviour

- The behaviour of pupils is good.
- Tutors take responsibility for pupils in their tutor groups. This means that each pupil's attendance, behaviour and achievement are monitored very closely. Tutors talk to pupils immediately if issues arise and there is good evidence of improvement over time for particular pupils.
- The school is a calm and orderly environment. Pupils follow instructions without fuss and their conduct nearly always conforms to the high expectations of the school. They show care and respect for others as they move around the school. Pupils' behaviour at breaktimes and lunchtimes is good, even when they are not being directly supervised.
- A very small number of pupils told inspectors that rare incidents of bullying do occasionally occur, but when reported to teachers, immediate action is taken and it usually stops.
- Fixed-term exclusions have fallen over the last three years and are below the national average. The introduction of a 'refocus room' has provided one-to-one support and mentoring to effectively address and support pupils in managing their behaviour.
- Pupils' attendance overall is above the national average and continues to improve further. Work to support those pupils who are persistently absent is making a difference. Disadvantaged pupils and those who have SEN and/or disabilities have much lower attendance than their classmates. However, attendance is now improving for these groups.

Outcomes for pupils

Good

- Pupils are challenged effectively in their learning and as a result make good progress. Leaders ensure that the progress of pupils is regularly and accurately assessed. When necessary, pupils' targets are readjusted to provide more challenge. Those pupils who are not achieving well are identified by teachers and given successful additional support in lessons.
- In 2017, Year 11 pupils made overall progress that was above the national average. The proportion of pupils who attained the English Baccalaureate was significantly above the national average.
- Pupils' progress in humanities subjects was in the top 20% of schools nationally. This high performance has been consistent over the past two years. On average, in humanities subjects, pupils attained nearly half a grade above than other pupils nationally with similar starting points.
- Disadvantaged pupils' progress was weak in 2016 and 2017. These pupils attained, on average, well over a grade below in each subject than other pupils nationally. Leaders have now addressed this underachievement and current disadvantaged pupils are making stronger progress.

- Good teaching, a challenging curriculum and effective pastoral support mean that pupils currently in the school are making good progress.

16 to 19 study programmes

Outstanding

- The leadership in the sixth form is very strong. As a result, students achieve well across the full range of subjects.
- Students make excellent progress from their starting points. Progress in the sixth form has improved for the last three years. This includes progress for disadvantaged students, which was in the top 10% of schools nationally in 2017.
- Some subjects have seen strong outcomes over a sustained period. In some subjects, in the past, progress has been weaker, such as in Spanish, German and music. Leaders have responded effectively to these issues and current students' progress is stronger.
- Effective pre-16 careers guidance ensures that students are well informed about the range of options open to them. Those that stay on or join the sixth form from another school embark on suitable study programmes. Rates of retention are high and students go on to a wide range of destinations such as university, apprenticeships and employment.
- A small number of students re-sat mathematics GCSE and made strong progress on this course.
- Students show excellent attitudes to their learning. They undertake preparation and complete follow-up work diligently. Their enthusiastic involvement in their learning means that time is used well. They respond to significantly raised expectations with maturity.
- Students are highly positive about their sixth form and would wholeheartedly recommend it to others. They are excellent role models for younger pupils and value highly opportunities to contribute to the school community while developing their leadership skills. For example, they mentor and support reading skill development for younger pupils through the pastoral system.
- Excellent attention is given to developing students' wider personal, social and employability skills. Discussions early in Year 12 establish the possible routes and options that are open to students. This leads to a range of additional activities to enable them to develop these wider skills as well as those specific to their needs. All have work-based experiences as well as becoming involved in, for example, charitable and community work.

School details

Unique reference number	136907
Local authority	Warwickshire
Inspection number	10042871

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,593
Of which, number on roll in 16 to 19 study programmes	266
Appropriate authority	The governing body
Chair	Mrs D Burley
Headteacher	Mr A Perry
Telephone number	01926 493805
Website	www.mytonschool.co.uk
Email address	head@myton.co.uk
Date of previous inspection	12–13 January 2016

Information about this school

- The school is much larger than the average-sized school.
- The proportion of pupils supported by pupil premium funding is smaller than average.
- Almost a third of pupils are from minority ethnic groups, the largest proportion being of Indian heritage.
- The proportion of pupils who speak English as an additional language is similar to the national average.
- The proportion of pupils who have SEN and/or disabilities is below average.

- Many pupils with a statement of special needs or an education, health and care plan are classed as having an autistic spectrum disorder.

Information about this inspection

- Inspectors observed teaching and learning in 58 lessons and carried out around 10 short visits to other lessons. Inspectors held meetings to find out about the support provided to pupils who have SEN and/or disabilities.
- Pupils' work in books was reviewed and inspectors talked to pupils about their work during lessons.
- Meetings were held with the headteacher, senior leaders and other leaders in the school. An inspector met with the chair of the governing body and school improvement adviser.
- Inspectors observed behaviour at break- and lunchtime. They analysed attitudes to learning during lessons.
- Meetings were held with a group of pupils who have SEN and/or disabilities. A separate meeting was held with pupils entitled to support through pupil premium funding to find out their views on the support they receive.
- A group of sixth-form students met with an inspector to talk about their experience of the 16 to 19 study programmes in the school.
- An inspector visited two providers of alternative education, where a small number of pupils from Year 10 receive some of their education.
- The 194 views of parents expressed in the last 365 days on Parent View, the online questionnaire, were considered. Inspectors also considered the 132 responses from staff and the 91 responses from pupils at the school to their respective online questionnaires.
- A variety of other information was reviewed in detail regarding pupils' achievements, attendance and behaviour. The school's processes for self-evaluation and action planning were considered and a thorough check was made of the school's arrangements for keeping pupils safe.

Inspection team

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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