

Trevelyan Middle School

Inspection report

Unique Reference Number	110075
Local Authority	Windsor and Maidenhead
Inspection number	356683
Inspection dates	26–27 January 2011
Reporting inspector	Anne Wellham HMI

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	9–13
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair	Mr Phil Watts
Headteacher	Mr Trevor Woods
Date of previous school inspection	16 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Thirty-one lessons were observed, taught by 24 teachers. Meetings were held with pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work and looked at a wide range of documentation as well as 202 questionnaires completed by parents and carers and 95 questionnaires completed by pupils.

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

- The standard of pupils' work in lessons and how much progress different groups of pupils make.
- Whether the quality of teaching and learning is consistently good.
- How well assessment information and marking are used to improve pupils' learning.
- The role of senior and middle leaders in evaluating the effectiveness of the school.

Information about the school

Trevelyan is the largest of four middle schools serving the Royal Borough of Windsor and Maidenhead. The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups has increased in the last few years and is now above average. The proportion of pupils who speak English as an additional language is average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has a specialism in arts to include English, art, drama and music. The school has been accredited with Sportsmark status since 2007 and was awarded Healthy School status in July 2010. There have been many recent changes in staffing.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Trevelyan is a satisfactory and improving school that has moved on considerably since the previous inspection. Under the committed and tenacious leadership of the headteacher weaknesses in teaching have been eradicated, the curriculum has been broadened and enriched and pupils' achievement, which at present is satisfactory, is improving. The progress that pupils make varies across year groups and between subjects although increasing numbers of pupils are making good progress, especially in mathematics.

Teaching and learning are at least satisfactory and there are a higher proportion of good and better lessons than at the last inspection. The use of information to assess pupils' attainment, track how well they are doing and set targets for improvement is firmly established across the school although it is not used consistently well. Subject leaders and teaching staff who understand the relevance of this information use it effectively to plan lessons that match pupils' individual needs, assess their learning against clear success criteria and provide precise feedback so that pupils know how to improve. Pupils know their levels of attainment in each subject and are keen to discuss their learning but, in some lessons, the work and the tasks they are set do not match the level at which they are working and this limits their progress.

The school is a lively, friendly community where pupils get on well together, feel safe and receive good care, guidance and support. They attend regularly and behaviour in lessons is good. Behaviour in the corridors and the outside areas, although polite, is often boisterous and, on occasions, pupils need reminding of how to conduct themselves. A particular strength of the school's work is the excellent range of clubs and activities on offer outside lessons, particularly in sports, music, art and drama, which make a very strong contribution to pupils' good spiritual, social, moral and cultural development and personal well-being. Pupils speak enthusiastically about taking part and are keen to suggest ideas for new activities and projects in school and the wider community.

The trend of improvement since the previous inspection has been uneven because of frequent changes in staffing. Until recently, systems were heavily dependent on the leadership of the headteacher and there were limited opportunities to further develop the skills of leaders and managers. They are accountable for their areas of responsibility and monitoring is rigorous but the practice of recording and evaluating the impact of actions taken to improve performance is not securely embedded. There have been many recent changes. The school's capacity to improve further has been strengthened by the appointment of a new Chair of the Governing Body, and leaders and teachers who share the headteacher's clear vision for improvement while recognising what still needs to be done. This means the school is in a satisfactory position to continue its journey to becoming a good school.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the consistency of learning so that all pupils make the progress they are capable of by:
 - using relevant assessment information to set work that matches the needs of individual pupils and different groups
 - assessing pupils' learning against clear success criteria
 - providing precise and meaningful feedback that informs pupils of what they know and understand and what they need to do to improve.
- Develop the independence and self-reliance of leaders and managers by:
 - defining a model of good practice
 - providing clear direction on how to record and evaluate the impact of actions taken to improve performance within departments.

Outcomes for individuals and groups of pupils

3

In the majority of lessons observed the quality of learning was satisfactory and pupils made satisfactory progress. Pupils respond well and make good progress in lessons that offer the correct level of challenge and provide opportunities to become actively involved in their learning. Progress varies within the key stages and across subjects but by the end of Year 8 pupils make satisfactory progress in relation to their starting points. An increasing number are making good progress, especially those capable of achieving the higher levels of attainment. There are no significant differences in the achievement of boys and girls. Pupils with special educational needs and/or disabilities and those who are learning to speak English as an additional language receive personalised intervention and guidance, which makes an important contribution to their quality of learning and allows them to make the same progress as their peers.

The school is effective in promoting the values of respect and tolerance. Racism or discrimination are rare and if incidents of bullying occur they are dealt with promptly. Pupils have a good understanding of the risks that have an impact on their physical and mental health and emotional well-being and recognise the benefits of a healthy diet and regular exercise. A large number of pupils participate in and enjoy extra-curricular activities which are targeted to meet the needs of particular groups or individuals or are established in response to pupils' ideas and suggestions. Pupils enjoy being part of the school community and willingly take on posts of responsibility. Their understanding of the need to contribute to the lives of others is a strong feature of the school, for example through fund raising for a local hospice, organising sports events for first school pupils and linking with their partner schools in Lebanon.

Pupils develop their enterprise skills and personal qualities well through involvement with the local Education Business Partnership and the broad based curriculum. The application of basic skills in literacy, numeracy and information and communication technology (ICT)

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is less well developed, although satisfactory. Attendance is generally average and this contributes satisfactorily to pupils' future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Although the proportion of good and outstanding lessons is increasing, teaching and learning remain satisfactory overall because lessons do not focus consistently on learning. Effective teachers plan learning activities that are based on information about what pupils are capable of achieving and what they have already learnt. Activities are planned at different levels for individuals and groups and this allows teachers and other adults to assess progress accurately and amend the teaching and support if required. In good lessons, technology is used imaginatively and well and there are planned opportunities to develop literacy and numeracy. Learning slows when time is wasted, teaching assistants are deployed to manage behaviour rather than to support learning and pupils do not receive precise, meaningful feedback on how to improve their work.

The curriculum is relevant to the experiences and interests of pupils and the local context. It uses the knowledge and expertise of staff to best effect and exploits opportunities to extend and enrich the curriculum in school and the wider community. Specialist status and enrichment days are used well to develop personal learning and thinking skills. The 'life-skills' programme develops knowledge and understanding of rights and responsibilities and helps pupils to understand how to live in a cohesive community. The extensive range of

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extra-curricular activities and excellent provision for physical education provide many opportunities for pupils from different backgrounds and of different ages to interact and work together.

Good levels of support and care are carefully targeted to improve the confidence, self-esteem and achievement of all pupils. Intervention strategies are carefully planned and pupils who are falling behind receive individual coaching from specialist English and mathematics teachers. The school knows and understands the needs of pupils and families well, particularly those individual pupils who face challenging circumstances or who are potentially vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides the school with strong leadership. A newly restructured senior leadership team is committed to raising achievement at all levels and holds high expectations of staff and pupils. Although practice is improving, rigorous systems to monitor pupils' progress and the quality of teaching and learning are not used consistently to evaluate where positive learning is leading to better outcomes. Governance is securely satisfactory. Since the previous inspection the governing body has become more visible and effective in holding the school to account. Members are building constructive relationships with staff and becoming more strategically involved in improvement planning.

A commitment to ensuring the safety of pupils and to promoting equality of opportunity is well established. The school meets the statutory requirements for safeguarding and works well with a range of external agencies such as health and social services to promote the safety, health and welfare of all pupils. Productive partnerships including the local cluster of middle schools, the school sports partnership, links with initial teacher education and extended schools provision are developing the skills of leaders and managers and contributing to improved outcomes for pupils. The school's work makes a satisfactory contribution to community cohesion. It is actively reaching out to other communities, including a recent link with international partners. The school has a satisfactory relationship with parents and carers and is working hard to engage and communicate with them more effectively.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A large proportion of parents and carers responded to the questionnaire. A very large majority of those who responded feel that their children enjoy school and that the school keeps them safe. Inspection evidence supports this view. Seventy-two written comments were received. Positive comments included praise for the leadership of the headteacher and for the quality of induction for younger children joining the school. Negative comments focused on three main issues: a lack of meaningful communication with parents and carers, especially about their children's progress; concerns that their children were not making enough progress; and reports of poor behaviour. Inspectors found evidence that the school is working hard to engage and communicate with parents and carers more effectively and that progress, although improving, is inconsistent across the school. Inspectors witnessed some boisterous behaviour around the school but the pupils responded positively and quickly to prompting from adults. No incidents of poor behaviour were recorded and inspectors witnessed good behaviour in lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trevelyan Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 202 completed questionnaires by the end of the on-site inspection. In total, there are 485 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	33	124	61	8	4	3	1
The school keeps my child safe	76	38	120	59	4	2	0	0
My school informs me about my child's progress	65	32	118	58	14	7	0	0
My child is making enough progress at this school	46	23	127	63	17	8	5	2
The teaching is good at this school	38	19	136	67	12	6	2	1
The school helps me to support my child's learning	41	20	119	59	29	14	3	1
The school helps my child to have a healthy lifestyle	45	22	138	68	14	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	20	122	60	14	7	3	1
The school meets my child's particular needs	54	22	115	57	19	9	3	1
The school deals effectively with unacceptable behaviour	47	23	107	53	29	14	7	3
The school takes account of my suggestions and concerns	39	19	110	54	19	9	6	3
The school is led and managed effectively	55	27	122	60	10	5	1	0
Overall, I am happy with my child's experience at this school	62	31	111	55	19	9	5	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 January 2011

Dear Pupils

Inspection of Trevelyan Middle School, Windsor SL4 3LL

Thank you for the welcome you gave us when we visited your school recently. We enjoyed talking to you and your teachers, visiting your lessons and looking at your work.

Your school is satisfactory. We found that aspects of the school had improved since the last inspection and there have been several changes, especially in the teaching staff. Your learning is improving but your progress varies across year groups and between subjects. We have asked the school to make sure that all teaching and learning are matched well to your level of learning and build on what you already know and understand. We have asked all the teachers to give you regular feedback in class and when they mark your books so that you know what to do to move on to the next level. You can help by completing all the work that is set and taking pride in the way that you present your work.

We were very pleased to see that you get on well together and value and respect each other's differences. We were impressed by your enthusiasm and support for the wide range of sports clubs and activities that are on offer and all the things you do for the school and the community. These activities help you learn valuable skills for your future life as well as being great fun. You behave well in lessons but we noticed that you sometimes needed reminding how to behave when moving around the school and at lunchtimes. You can help by making sure that you understand why the rules are needed and by obeying them at all times.

The headteacher and senior staff lead your school well and the staff and governors are committed to providing you with good levels of care and support to keep you safe, happy and healthy. We have asked the leaders and managers to identify, share and discuss the things that are working well so that the school continues to improve. You can help by continuing to tell them what makes you learn best.

We wish you all at Trevelyan a happy and successful future.

Yours sincerely

Anne Wellham

Her Majesty's Inspector

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