

Trevelyan Middle School

Wood Close, Windsor, SL4 3LL

Inspection dates 23–24 January 2013

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| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Students do not always achieve the expected progress in Key Stage 2 given their starting points when they arrive in this school.
- Achievement overall requires improvement because students do not always do as well as they should over a sustained period of time.
- Certain groups of students, including the less able and from some minority ethnic groups, do not make good progress.
- Teachers' expectations are not consistently high enough, particularly for the most-able students.
- Teachers do not consistently provide students with enough opportunities to explore ideas in depth and to learn by themselves or check carefully enough on students' learning in lessons.
- Not all leaders with particular responsibilities implement school policies sufficiently rigorously. Leaders do not use the school website well enough to explain school policies to parents and carers.

The school has the following strengths:

- The new headteacher gives a very strong direction to the work of the school. Leaders and managers across the school want the very best for students. Senior leaders and governors work well together to raise the quality of teaching to good or better. They are moving towards this target consistently, with determination and at a fast rate.
- Actions by the school leaders have had a significant impact in achieving clear and sustained progress for all groups of students since September 2012.
- Good teaching was observed during the inspection and examples of outstanding teaching were seen in six subjects.
- Changes in the leadership in English mean the school is capable of improving the quality of teaching and students' progress in the subject. Literacy is a school priority and is being promoted in all subjects, leading to marked improvements in students' writing and reading skills.
- Students behave well. They feel safe, secure and happy in school.

Information about this inspection

- Inspectors observed 27 lessons, involving all teachers in the school, five of whom were jointly observed with senior members of staff. In addition, a number of other lessons were visited to determine how well the needs of individual students are taken into account in lesson planning, to look at the quality of marking and the help offered to ensure work can be improved.
- Meetings were held with five groups of students, the Chair and three other members of the Governing Body and a wide variety of staff including senior and other leaders, groups of staff, and a representative of the local authority.
- Inspectors took account of 56 responses on Parent View and one written communication received from a parent/carer as well as one email message.
- There were 35 staff questionnaires returned and considered by the inspection team.
- Inspectors scrutinised a range of documentation including examples of students' work, the school's own information on students' attainment and progress, records of attendance and behaviour, and information about safeguarding, school planning and performance management.

Inspection team

| | |
|----------------------------|----------------------|
| Sheila Crew Lead inspector | Additional inspector |
| Heidi Boreham | Additional inspector |
| Steve Nelson | Additional inspector |

Full report

Information about this school

- Trevelyan is smaller than the average-sized middle school and has specialist arts status.
- The proportion of students known to be eligible for the pupil premium is below average but increasing significantly in the current Years 5 and 6.
- The proportion of disabled students and those who have special educational needs supported at school action or school action plus, or with a statement of special educational needs, is above the national average.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds and the proportion who speak English as an additional language are slightly above national averages.
- The number of students on roll has declined recently but is expected to steadily increase to a projected surplus by 2015. This year there has been a significant decrease in student mobility, which previously had been higher than the national average.
- The school does not meet the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's national test data for 2012 were incomplete as a consequence of changes in the school's leadership during the 2011/12 school year.
- The headteacher was in post as acting headteacher from September 2012 and was appointed as the substantive headteacher in December 2012. A new acting deputy headteacher was appointed in September 2012.
- The headteacher has recruited two experienced headteachers and a deputy headteacher to provide additional support.
- The school does not provide any alternative provision for students.

What does the school need to do to improve further?

- Raise the levels of achievement of all students through increasing the proportion of good or better teaching by:
 - planning lessons and homework tasks which meet the needs of all groups of learners, especially the most able, together with providing sufficiently challenging targets
 - making sure that teachers mark students' work consistently well and check the progress of students in lessons, especially the less able and those from some minority ethnic groups, to ensure they fully understand the work
 - ensuring students are actively involved in lessons by providing opportunities for them to discuss and explore ideas in depth and to work by themselves.
- Strengthen the quality of leadership further by:
 - ensuring senior leaders check that all other leaders with particular responsibilities are fully implementing the school's policies
 - explaining school policies more fully to parents and carers through updating the school website.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter the school with attainment that is above average. Achievement requires improvement because students do not make good enough progress over time. National data for the last two years indicate that by the end of Key Stage 2, students do not perform as well as they could.
- Students' progress is variable between subjects throughout the school. There have been improvements, for example in mathematics and humanities subjects, but more-able students are not consistently achieving well enough over time.
- The school's records show that, by the end of Year 8, students have not made the expected progress in English. Leaders have introduced rigorous checks on progress for the current Year 8. Recent results show that these students have made rapid progress in reading and writing since September 2012.
- Pupil premium funding has been used appropriately to provide support for students receiving free school meals and those whose circumstances might make them vulnerable, through additional programmes and staff who give one-to-one support in class. The average points scores for reading, writing and mathematics of students entitled to free school meals are slightly below the national average.
- Less able students, some from minority ethnic groups, those who speak English as an additional language, disabled students and those with special educational needs have not in the past achieved as well as they should. However, their progress has accelerated since September 2012 and the school's checks and students' work show that these students are now making better and more accelerated progress.
- The school's accurate data and the students' work provide strong evidence to show that current achievement is benefiting from recent improvements in the quality of teaching. Student progress meetings have had a strong impact on raising achievement and have helped staff to 'drill down' into data so that they can meet the individual needs of all students. This also supports the school's drive to ensure equality of opportunity for all students.
- Most parents and carers believe achievement to be good, although a significant minority believe there is a need to improve the quality of homework assignments. This view on homework was supported by older students in meetings with inspectors. Senior leaders are aware that homework tasks need to be clearer. They are working to improve the school website to provide parents and carers with better information.

The quality of teaching

requires improvement

- Teaching requires improvement because too few students achieve the higher levels at the end of Year 6. Teachers do not ensure that information on students' progress is used well to plan lessons that challenge the more able and provide suitable homework tasks. School data show that students in Years 7 and 8 have not been challenged to achieve well in English. Reading is promoted in English and in some tutorials but the school is already addressing the issue that more needs to be done to strengthen students' reading habits and to help them to explore the meaning in texts.
- In weaker lessons expectations are not high enough, tasks are not varied and there is a tendency for teachers to talk for too long and offer too much guidance, so students are not given enough time to think or work by themselves.
- Teachers provide helpful comments in their marking in many subjects, but in others there is

limited comment and guidance. In some lessons, teachers do not check carefully enough whether pupils fully understand the work, especially the less able and some from minority ethnic groups.

- There is some good teaching and some outstanding teaching; for example, in a Year 8 history lesson students were able to explain the feudal system in detail through role play as barons, working in pairs and asking one another to explain how they had reached their views about the problems of governing a country.
- In some lessons, teachers encourage students to think for themselves. In a Year 7 mathematics lesson, the teacher made very good use of questions to challenge students of different levels of ability. There has been a significant improvement in the use of teaching assistants to support students on an individual basis in lessons. Most staff believe that the school is now working hard to improve the quality of teaching and learning.

The behaviour and safety of pupils are good

- The majority of students get on well with each other. Students have good manners and behave well in lessons. They are courteous and welcoming to staff and visitors. Students commented that this is a harmonious school. Older students believe that the level of harmony has improved because of the school's highly inclusive ethos. It is happy school because of the respect that exists between students and between students and staff.
- Attitudes to learning are very positive. Students enjoy school and say that it is improving. They feel safe, are catered for well and say that staff respect them. Although a very small minority of parents and carers expressed some reservations about behaviour and how it is managed, the overwhelming majority considered that it is good.
- The school's promotion of good behaviour, together with the provision of counselling and pastoral care, is a strength of the school.
- Students were very enthusiastic and positive about representing the school. Some students from Years 7 and 8 spoke fluently in their assembly about 'Trevelyan values' and a video they produced effectively demonstrated the recent good work of the student council.
- Good behaviour is reflected in the improving attendance figures, which are now above average, and the rapidly declining rate of fixed-term exclusions. Students attend school regularly and punctually and this is making a significant contribution to recent improvements in achievement. Bullying is rare and students confirm that staff help them to develop a clear understanding of the different kinds of bullying and they are confident that staff deal effectively with any incidents that occur.

The leadership and management are good

- The headteacher has taken decisive and successful action to improve the school, including restructuring the senior leadership team and recruiting additional leaders to help the school to focus on improving achievement and teaching.
- The school has an accurate view of its own performance and leaders are determined to move the school forward at a rapid rate. Rigorous appraisals have been introduced with regular checks on the quality of teaching and learning. Records show that the proportion of good or outstanding lessons is increasing at a good pace with improvements across departments, with a successful literacy programme and better lesson planning.
- Senior leaders carry out systematic lesson observations and hold teachers to account, particularly those deemed to require improvement. The appraisal process has targets that are linked to students' achievement over time and used to drive improvements in teaching.

However, occasional weaknesses in teaching, such as when teachers talk for too long and allow too little time for students to work on their own, are still being addressed.

- The local authority has supported the measures adopted by the headteacher and carried out a recent review of teaching and learning which supported the school's judgements. The local authority rightly considers that the school has made considerable progress in improving teaching and learning.
 - Some new leaders with particular responsibilities, including some subject leaders, have implemented the new policies quickly which has speeded up the pace of improvements in teaching and learning. However, not all such leaders have fully implemented these policies, for example, that for marking with a need to comment on how far learning objectives have been met.
 - The school provides many opportunities to promote students' social and cultural development, for example the school choir, steel band and annual school production. Students have a greater multicultural awareness as the school community has become increasingly diverse. Students from different social and ethnic backgrounds work cooperatively. Discrimination of any kind is not tolerated. The school promotes clear moral values, with students demonstrating a good understanding of right and wrong. The school offers students many opportunities to develop an understanding of religious and spiritual beliefs in religious education and from outside speakers from different communities.
 - Pupil premium spending is well managed and the tracking of these students' progress is well coordinated so that a range of actions supports this group of students.
 - Staff morale is high; all responses to the staff inspection questionnaire were highly positive and staff believe that the school is now working very hard to make 'seismic' improvements which foster a good team spirit. School leaders have already identified the need to explain school policies more clearly on the school website to help strengthen further the partnership between home and school.
 - Safeguarding is very good and meets all requirements.
 - **The governance of the school:**
 - Since the last inspection the governing body has challenged the headteacher which has resulted in changes to the working of the leadership team. Governors hold the headteacher to account with regard to the accuracy of predictions for students' achievement, examination results, the quality of teaching and attendance. Governors have a good understanding of data on how well the school is performing when compared to all schools nationally. They take up opportunities for training. They have a firm grasp of the finances and of systems for pay progression and rewards for good teaching. They have a good understanding of performance management and join senior leaders on learning walks to see the impact of leadership changes on improving the quality of teaching. Governors ensure that pupil premium funding is well managed and they have a sophisticated awareness of how to evaluate its impact on students' achievement.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 110075 |
| Local authority | Windsor and Maidenhead |
| Inspection number | 405269 |

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

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| Type of school | Middle deemed secondary |
| School category | Maintained |
| Age range of pupils | 9–13 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 455 |
| Appropriate authority | The governing body |
| Chair | Phil Watts |
| Headteacher | Phil Clarke |
| Date of previous school inspection | 26–27 January 2011 |
| Telephone number | 01753 864371 |
| Fax number | 01753 620037 |
| Email address | trevelyan.middle@bwm.gov.uk |

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