

Trevelyan Middle School

Wood Close, Windsor, SL4 3LL

Inspection dates 22–23 January 2015

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

Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress as they move through the school.
- Some disabled pupils and those with special educational needs are currently not making as much progress as others. Additional support for these pupils is having limited impact.
- Teaching is not consistently good. Some staff do not have high enough expectations. They do not ensure that work is of the correct level for pupils and that it is not too easy or hard.
- In science, teachers do not fully engage pupils in their learning. Checks on how well pupils are doing are not accurate.
- Behaviour in some classrooms requires improvement, particularly in science where pupils can become off task and noisy. Pupils' science books are often poorly presented.
- Leadership requires improvement. Leaders do not act quickly enough to reduce the variability of progress between classes and subjects. They do not ensure that the system for checking how well pupils are doing is accurately used to identify areas where pupils need to improve to become good or better learners.

The school has the following strengths

- The curriculum is rich and pupils enjoy the range of experiences on offer. The school's promotion of spiritual, moral, social and cultural development is good. British values are well developed.
- Pupils across the school benefit from teachers who have enthusiasm and good subject knowledge.
- The school keeps pupils safe and secure in a caring environment.
- The school is improving. Leadership is improving aspects of the quality of teaching in most subjects. The strong governing body is supporting and challenging the school, which is resulting in improvements in achievement.

Information about this inspection

- Inspectors observed learning in 26 lessons and part lessons. Four were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 6 and Year 8.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, other governors and school staff. A meeting was held with a representative from the local authority.
- Inspectors took account of 88 responses to the online questionnaire, Parent View. They also took responses to the school's own questionnaire into account and spoke to a parent who had requested a telephone call.
- Inspectors observed the school's work and analysed a large range of documents and policies. These included the school's own information on pupils' current progress and checks on the quality of teaching and learning. They also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the 23 responses to the staff questionnaire

Inspection team

Elizabeth Bowes, Lead inspector	Additional Inspector
David Wolfson	Additional Inspector
Anthony Darroch	Additional Inspector

Full report

Information about this school

- Trevelyan Middle School is smaller than most secondary schools. Pupils join the school in Year 5 and leave at the end of Year 8.
- The proportion of pupils eligible for support through pupil premium is lower than average. This is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is below average.
- Pupils come from a range of different ethnic backgrounds including White British, other White backgrounds and Pakistani heritages.
- In 2014 the school met the government floor standards which are the minimum expectations for pupils' attainment and progress.
- In the last two years about half the staff have changed.
- The school uses no alternative provision.

What does the school need to do to improve further?

- Raise achievement in science by ensuring:
 - pupils' progress is checked accurately and frequently
 - teachers engage pupils in all lessons so as to secure behaviour that improves learning and progress.
- Raise teachers' expectations of what pupils can achieve, and hence improve the quality of teaching so that it is good or better, by ensuring:
 - work is consistently of the correct level of challenge for pupils of all ability levels
 - tasks planned for pupils who have disabilities or special educational needs and the additional support provided have a positive impact on progress
 - pupils' finished work is well presented, especially in science.
- Quickly reduce the variability of progress between classes and subjects by senior and middle leaders checking that assessment systems and information accurately identify areas where pupils need to improve and that appropriate action is taken as a result.

Inspection judgements

The leadership and management requires improvement

- The progress of pupils is too variable in the different year groups and subjects because the system for tracking how pupils progress is not entirely accurate. As a result, leaders and middle leaders do not act quickly enough to ensure that any pupil identified as falling behind is given the support they need.
- In the last two years there has been a 50% turnover in staff and this has had an impact on the speed of improvements that senior leaders have been able to implement. Leaders have focused on creating a culture based on effective teaching and dealing with teacher under-performance. This is having a positive impact and published data for 2014 showed that achievement was rising. The quality of teaching is now improving in most subjects. Leaders have the capacity to continue to make further improvements. Except in science, most behaviour around the school is good, but not good enough in classrooms to accelerate learning as much as it should. Pupils are courteous to visitors and usually each other and staff.
- The attainment of disadvantaged pupils has been low in the past. However, additional funding to support disadvantaged pupils is now well used. The school individually tracks these pupils and gaps in all year groups are quickly closing.
- Additional support for disabled pupils and those with special educational needs is having limited impact because activities are not planned with clear objectives to bring about good progress.
- Some middle leaders are new to their roles and less effective than those who have been in post a while. Generally, they understand where progress is strong and not so strong in the school. Whilst they help teachers to improve their marking and feedback, weaknesses in the assessment system hinder understanding about how pupils should be helped to improve.
- The curriculum is rich and varied. There is close collaboration with neighbouring schools. Pupils' social, moral, cultural and spiritual skills are well developed. There is a strong emphasis on modern British values. Pupils gain a good understanding of the democratic process through their participation in the school council.
- Pupils were very complimentary about most aspects of school life. They said that the school effectively promotes equality of opportunity and usually fosters good relations. Discrimination of any kind is not tolerated. Pupils advised inspectors that they have been helped to make informed choices about the next school and possible career paths.
- Physical education and sport funding are used effectively to create links with other schools and to support involvement in competitive sports. Purchase of specialist equipment, as well as additional staff and training, has had a positive impact on increasing pupils' participation. The school has had some significant successes in rowing.
- The impact of the support by the local authority has been appropriate. It has helped with developing the middle leaders and supporting some teachers.
- There are highly effective arrangements in place for safeguarding and the school's arrangements meet statutory requirements.
- **The governance of the school:**
 - Governors make a strong contribution to the leadership of the school. They are a skilled group and have a clear view on the improvements that are taking place.
 - Governors are well aware of the mixed quality of teaching. They recognise that there have been improvements to the quality of teaching due to the school's rigorous approach to setting challenging targets for teachers. They support the school in rewarding good teaching and the steps the school follows to tackle any under performance.
 - Governors monitor the budget and impact of additional funding, such as for the pupil premium, carefully. They have a clear understanding of published data on the school's performance.

The behaviour and safety of pupils require improvement

Behaviour

- The behaviour of pupils requires improvement.
- In a few classes, particularly in science, pupils' behaviour is not helping their learning. Inspectors saw examples of pupils shouting and not paying attention to the teachers' instructions. In two classes, teachers were having to continually shout above the noise. In these classes, presentation of work in books was untidy and in many cases pupils had only written brief notes.
- In many classes pupils' behaviour is good. Pupils were seen to be respectful to the teacher and keen to

get on with their work. When asked, most pupils felt that the behaviour of pupils in most subjects was good.

- Older pupils in Years 7 and 8 show maturity and enjoy taking responsibilities. Many are proud of their school. They enjoyed being buddies to younger pupils and helping them with reading, mathematics and science.
- Many pupils attend and enjoy the clubs after school. This contributes well to their social and cultural skills. As one pupil said, 'As well as some really great sports clubs in netball, football, rugby and athletics, there are some other really fun clubs in science, dance, film and languages.'

Safety

- The school's work to keep pupils safe and secure is good.
- Almost all parents who completed the questionnaire felt that their children are safe and happy. All pupils who were spoken to felt safe in the school. They also felt that they had received clear guidance about keeping themselves safe when out of school. These included visits from various agencies to explain about the danger of strangers and how to use the internet, roads and railways safely.
- Pupils know about the dangers of drugs and alcohol. They said that discussions in class on these subjects had been very interesting and informative.
- Pupils know about bullying and the different forms that it can take, including cyber bullying and homophobia. They have a mature attitude to these subjects and said that any issues are quickly sorted out. Pupils did not consider that there are any issues to do with bullying in the school.

The quality of teaching

requires improvement

- Teaching requires improvement because, over time, its impact on pupils' achievement has not been consistently good in all year groups and subjects. In some classes, teachers do not always have high enough expectations or fully challenge pupils to achieve their best, whatever their level of ability.
- For those pupils who have a disabilities or special educational needs, work is not well enough planned to ensure that it has a positive impact on progress.
- In science, there were examples where teachers were not making accurate checks on how well pupils were doing. Where there was very little work in books, teachers advised that a brief verbal check of a pupil's understanding was used to ascertain progress. However, this fails to be effective in securing good progress over time.
- Teaching has improved recently in ensuring pupils' mastery of basic skills and this has had a positive impact on literacy, reading and mathematics as well as other subjects.
- In all subjects, pupils are taught by subject specialists. The impact of this is that teachers have a real enthusiasm for their subjects which usually engages pupils well. Displays around the classrooms reflect this zeal and provide further opportunities for pupils to enhance their learning.
- In the majority of classes staff feedback and marking of pupils' work are helpful, despite weaknesses in assessment. Pupils are expected to correct their mistakes and tell the teacher how easy or hard they found a piece of work, which pupils find motivating. Pupils reported how they liked the postcards that teachers send home each half term to celebrate good achievements.

The achievement of pupils

requires improvement

- Achievement requires improvement because the rate of progress pupils make as they move through the school is not consistently good. There is considerable variation between classes, ability groups and subjects. For example, in English, pupils make less progress in Key Stage 3 than they do in Key Stage 2. However, in mathematics, progress is not as strong in Key Stage 2 when compared to Key Stage 3. In some classes, in Key Stage 3, lower ability pupils make slow progress.
- In science, work in books and the school's own data indicate that pupils do not usually make good progress in both Key Stages 2 and 3.
- The achievement of those who have a disability or special educational needs is too varied. In most cases progress is too slow; however, there were examples seen where progress is good.
- The progress of disadvantaged pupils from their different starting points is improving. In 2014, at the end of Key Stage 2, disadvantaged pupils were two terms behind both their peers and other pupils nationally. In mathematics, they were about three terms behind their peers and other pupils nationally. In writing, pupils were a term behind their peers, but were in line with other pupils nationally. Throughout the year groups in school, gaps are closing rapidly.

- The Year 7 catch-up funding is appropriately used to help those pupils who have the weakest skills in English and mathematics. The school makes good use of computer software. Pupils now make better progress due to activities that more accurately identify the areas where a pupil is having difficulty.
- Pupils who are most able are making better progress than other groups in the school. The proportions of pupils at the end of Key Stage 2 who achieve the higher levels are in line with the national average in reading and above the national average in writing and mathematics. High attainment continues in Years 7 and 8, particularly in mathematics.
- Published data for 2014 indicate that pupils who have Pakistani heritages made significantly less progress than others. Work in books indicates that this is now improving. Pakistani pupils as well as those from any other White background and White pupils make similar progress to their peers across the school.
- Pupils' skills in art are well developed. This is because teachers challenge pupils to achieve their best. Around the school there were examples of some very accomplished work.

What inspection judgements mean

School	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

Unique reference number	110075
Local authority	Windsor and Maidenhead
Inspection number	453422

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

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	433
Appropriate authority	The governing body
Chair	Mark Jervis
Headteacher	Phil Clarke
Date of previous school inspection	23 January 2013
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